



Anti-Bullying Policy

2025 - 2026

LILA* Liverpool and LILA College



Policy Information

Policy Owner	LILA College
Reviewed On	September 2025
Review Date	September 2026
Version	0002
Doc. Reference	
Applies to	Applicants to A Level and UFP courses and Programmes, LILA* College Admissions Team, LILA* Language Students



ANTI-BULLYING POLICY

This document applies to the whole college and is publicly available from the college administration office and upon request a copy can be made available in large print or other accessible format if required.

Scope: All who work, volunteer or supply services to our college have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal college hours, including activities away from college. All new employees and volunteers are 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.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Directors who will undertake a full annual review, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Reviewed:

September 2025

Next Review:

September 2026

Statement of Intent

Lila College ("The College") is committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere and in which students and parents feel that they can report incidents of bullying, confident that they will be dealt with in an appropriate manner. Bullying of any kind is unacceptable at our College.

Everyone has the right to learn and work in an environment free from harassment and discrimination, where they feel safe.

If bullying does occur, all students should be able to tell a member of staff and know that incidents will be dealt with promptly and effectively. At Lila College we take bullying very seriously as we understand what a devastating impact it can have on a person and their social and academic development. As part of the College's commitment to **British Values**, it is important that all students and staff respect individual liberty and have tolerance and mutual respect for others with different faiths and beliefs. Equally, the College is committed to identifying and combating all forms of discrimination. No form of harassment or sexual violence will be tolerated at the College.

This policy is based on and refers to the latest guidance, "Preventing and Tackling Bullying, 2017", which replaces the previous guide –Safe to learn: embedded anti-bullying work in schools. Emphasis placed on compliance with the Equality Act 2010.

Students are expected to report bullying incidents to a teacher and parents should let the College know immediately if they believe their son or daughter is being bullied.

The Aims of the Policy

1. To enable students to understand clearly what constitutes bullying throughout the curriculum and day to day life at College by raising awareness.
2. To enable students to understand that bullying, whether it is physical, verbal or indirect will not be tolerated by the College community.
3. To enable parents to feel confident that bullying will be firmly dealt with by the College.
4. To promote a non-violent ethos in the College.
5. To raise staff awareness of the presence of bullying, in particular cyber bullying
6. To establish guidelines for action where bullying is evident.
7. To ensure that all students feel it is 'safe to learn' in our environment.

We expect students and staff to have a clear understanding of the effects of bullying on the individual. Although bullying is not a specific criminal offence, there are criminal laws that apply to harassment and threatening behaviour.

The Principal/DOS directs the staff within the College to ensure that measures on behaviour and discipline form part of the code of conduct and behaviour management arrangements.

Legal Status:

- This is a Statutory Policy.
- Complies with Part 3, paragraph 10 of The Education (Independent School Standards) (England) Regulations currently in force
- Prepared with reference to: [Advice for parents and carers on cyberbullying \(DfE - November 2014\)](#), [Cyberbullying: Advice for headteachers and school staff \(DfE- November 2014\)](#), [Preventing and tackling bullying: Advice for headteachers, staff and governing bodies \(DfE- October 2014\)](#) and [School support for children and young people who are bullied \(DfE- March 2014\)](#)
- Has regard to the Equality Act 2010 and the Public-Sector Equality Duty

Applies to:

- out of school care including extra curricula activities and all other activities provided by the school, inclusive of those outside of the normal school hours and away from the school site;
- to all who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), students on placement, the Directors and volunteers working in the school.

Related documents:

- ICT-Based Forms of Abuse (including Cyber-Bullying) Policy
- Anti-Bullying: Parent and Student Information contained in student handbook
- Safeguarding Policy and Procedures including Child Protection
- e-Safety Policy including ICT Acceptable Use, including Mobile Phone and Camera Policy

What Is Bullying?

Bullying is behaviour by an individual or group, usually repeated over time, which intentionally hurts an individual or group, either physically, emotionally or both. Bullying can take many different forms, physical, psychological or verbal. It can also take indirect forms, which include cyber bullying; now the most dominant form of bullying amongst children over 12. The motivation to bully can come from racial ideas, religion, individual differences, cultural, sexual and sexist concepts, or bullying can relate to a person's special educational needs and disability. Bullying can take different forms, but the three main types are:

Physical Hitting, kicking, taking or hiding belongings including money

Verbal Name-calling, teasing, insulting, writing unkind notes

Indirect/online Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, cyber bullying such as sending malicious e-mails or text messages, Facebook post or Tweets (malicious communications)

Harassment (including sexual harassment)

Students need to be aware that any form of harassment is a form of bullying, including sexual harassment, which the College takes a zero tolerant approach to. All of the above methods of bullying have a psychological effect on the victim. Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- **Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion** - being unfriendly, excluding, tormenting (e.g. hiding books, using threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do

the above, or malicious rumours, e-mails or text messages, and also exclusion from activities/discussions etc. with those who believe them to be their friends;

- **Physical harm or its threat including the abuse of personal property** – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions;
- **Cyber** – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text specific ICT-Based forms of abuse (including Cyber Bullying) Policy;
- **Racist** - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where colleges are required to keep statistics about incidents;
- **Cultural** – focusing on and/or playing off perceived cultural differences or similar;
- **Sexist** – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender;
- **Sexual** - is unwanted or inappropriate physical contact or sexual innuendo;
- **Homophobic** - This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying may be reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims;
- **Religious** – Attacking faith, belief, religious practice or custom;
- **Special Educational Needs and Disability** – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia);
- **Verbal** - Name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others and
- **Written** – Spreading rumours, writing or printing unkind or malicious comments on paper.

Bullying related to sexual orientation/gender – this refers to the hurtful behaviour both physical and psychological, that makes a person feel unwelcome, marginalized, excluded, powerless or worthless because of their sexual orientation (especially those who are lesbian, gay or bisexual, i.e. Homophobic bullying), or their gender.

What is cyber or online bullying?

Cyber or online bullying is the use of electronic media - especially mobile phones and the internet -to intimidate, threaten or upset someone. **Cyber bullying** is now the dominant form of bullying for children, especially teenagers. Cyber bullying takes many forms (new ones constantly emerge), the principal forms include: denigration, harassment and threat, flaming, humiliation and embarrassment, stalking, posing and blackmail.

Cyber bullying can also include:

- texting scary or rude messages by mobile phone
- sending unpleasant photographs by mobile phone
- using online message boards, chat rooms or social networking sites to post cruel messages
- deleting the victim's name from or ignoring their messages on social networking sites
- Making allegations or disseminating rumors about others using social networking sites such as Facebook or Twitter
- Sending offensive messages via WhatsApp or TikTok
- Doxing, Fraping, Dissing, Trolling and Flaming
- Hacking
- Sexting
- Revenge pornography

SEN or disability related - when an individual or group uses someone's individual characteristics such as their intelligence, their learning ability or their disability to cause harm and upset.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. The College has a responsibility to respond promptly and effectively to issues of bullying. Students and staff must understand the importance of using inclusive and non-derogatory language. Students also need to understand the difference between banter and interactions that can hurt or threaten.

Preventative Strategies: Lila College uses the following methods for helping students to prevent bullying:

- promoting good behaviour and positive relationships based on mutual respect along with students being made aware of the college's policy through, for example, a list of expectations;
- having clear policies and standards communicated to parents, students and staff, and creating an environment of good behaviour and respect, with helpful examples set by staff and older students and celebration of success;
- familiarising all staff at Lila College with the anti-bullying policy through in-Service training and Professional Development to ensure it is applied consistently and fairly and by showing respect for all members of the college community, they act as good role models for students;
- ensuring students understand that if they have been bullied or have witnessed bullying, they should tell a member of staff, their parents or any helpful adult or friend;
- imposing reasonable, proportionate and consistent sanctions which reflect the seriousness of an incident and convey a deterrent effect, as and when necessary (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying);
- promoting anti-bullying within the curriculum and other educational elements including Personal, Social, Health Economic Education (PSHEE) and citizenship activities along with SEAL, drama, role-play, drawings, assemblies, projects, social stories about bullying, with discussion of differences between people and the importance of avoiding prejudice-based language;
- Developing initiatives to raise awareness of the negative impact of bullying such as:
 - providing emotional support to give each child the opportunity to express how they feel;
 - providing external counselling where necessary and help for victims of bullies and for bullies themselves;
 - staff vigilance including awareness of issues between students which might provoke conflict;
 - informing parents of the college's anti-bullying policy whilst encouraging them to support it and
- using online resources in college available through CEOP (The *Child Exploitation and Online Protection* Centre) and similar, and informing parents about these materials.

The Role of the Staff:

All staff actively support children to have respect for each other and for their property. Kind and polite behaviour is acknowledged and rewarded. Children are actively involved in the prevention of bullying. Each class has a code of conduct which focuses on RESPECT and commitment to anti-bullying practice. Staff take all forms of bullying seriously, and seek to prevent it from taking place. Staff are continually vigilant, aware, watchful and available, promoting good behaviour and encouraging the care of others.

Staff Training:

We train staff so that the anti-bullying policy is understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are known. We invest in specialised skills to understand the needs of the students with special educational needs and disabilities, and lesbian, gay, bisexual and transgender (LGBTQIA) students.

Online safety - Cyber-Bullying Preventative Measures: Please refer to the Online policy:

Cyberbullying is the use of mobile phones, social networking sites, internet or other modern communication technologies to embarrass, humiliate, threaten or intimidate someone. In accordance with legislative requirements we have a whole college approach to e-safety including online radicalisation and cyberbullying. This includes annual update training for staff regarding e-safety. The management of hardware, software and connectivity and vigilance of teachers and parents has an active part to play in the protection of students from Cyber-Bullying incidents.

The Role of Students:

Students are invited to tell us their views about a range of college issues, including bullying, in various questionnaires, their personal tutor meetings and in the College Council. In the case of cyberbullying, e.g. messages on various apps, chat rooms, emails & texts, students should be encouraged to keep a record of the date and time of any offensive message(s), save it and bring it to either the DSL, any of the Directors, the Principal, Senior Teachers or Director Studies.

For children who are being bullied - Remember bullies thrive on silence:

- if you are being bullied tell someone, preferably a trusted adult;
- if you can, write down everything that has been said or done to hurt you. Be careful only to write down things that have really happened;
- do not blame yourself – it is not your fault; Make friends or stay around others;
- if worried, stay near a playground lady or college mentor at break;
- expensive items and large sums of money should be left at home; Try not to show you are upset;
- try to ignore it at the time of the incident - Stay calm - walk away to safety. Find friends and if possible, tell an adult straight away and
- bring any inappropriate text messages in person, or send by email to either the DSL, any of the Directors, the Principal, Senior Teachers or Director Studies.

For children who see someone being bullied:

If you see someone being bullied or in distress, act. Watching or doing nothing can suggest support of the bully. Tell an adult immediately; try to be a friend to the person who is being bullied. Ask if they feel they can talk to someone. If they won't talk and you are worried, go to an adult. Never join in with a bully – physically, verbally or by isolating another child.

For children who are using bullying behaviour:

Recognise that your behaviour is seen as bullying – physically, verbally, or by isolating; this is wrong and can have a long-lasting effect on others. Even if you think that bullying is just a laugh, children who are bullied and those who care for them, feel very scared and/or upset. If you are angry and upset about something, talk about it with a trusted friend or adult, instead of taking it out on someone else. A bully doesn't have many true friends.

Involvement of Parents (including clear policies communicated to parents):

We have clear policies communicated to parents, students and staff to create a helpful environment of integrity and respect. This will be achieved through staff members communicating with parents regularly and setting a good example for the students. Through the involvement of parents the college aims to show students the part they can play in preventing and dealing with bullying. Parents have a responsibility to:

- support the college's anti-bullying policy, actively encouraging their child to be a positive member of the college;
- contact their child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying;
- contact Mrs McConnell if they are not satisfied that their concerns have not been dealt with appropriately;
- come in to a meeting to discuss the problem;
- allow the college to resolve the problem with the bully/ies and their parents;
- encourage their child to behave responsibly and punctually on entering and leaving the collegiate and
- not incite their child to defend themselves through the use of inappropriate language or behaviour.

Procedures to follow if bullying occurs:

Working with victims: Take them to a safe place to recover and to record their version of events. This should take the form of a written account. Witnesses should be asked to record their account of the situation, without collusion. Be calm, non-judgmental and restore self-esteem. Try to offer the victim a choice in the way forward and maintain contact during the coming weeks to assess the success of the strategy.

Working with bullies: The bully should record his/her version of events. Any damaged property should be retained to show parents. Do not use the threat of parents as a form of punishment for bullies, as this undermines the co-operative ethos that parental involvement may foster.

Resolution of Bullying Incidents – no blame policy:

The parents of the perpetrator and also the victim, may be questioned about the incident, or about their general concerns. With the victim's permission, bring together the victim and bully to genuinely apologise, plan the way forward and move on. The bully will be sanctioned but also supported. Each case will be monitored to ensure repeated bullying does not take place.

Suggested sanctions:

Bullying children need to learn different ways of behaving. The sanctions might include asking the bully to hear the victim's anxieties and to think how the situation could be rectified, apologising to the victim (verbal or a letter of apology), withdrawal of break/lunchtime privileges, detention, removal from class and in extreme cases, exclusion. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs, disabilities or vulnerabilities that students may have.

Students' Response to Bullying:

Students mainly respond to bullying behaviour in one of four ways. They can: Actively encourage the bullying behaviour, passively support the bullying behaviour, passively reject the bullying behaviour and actively challenge the bullying behaviour.

Classroom Management:

Teachers' classroom management includes a positive ethos with emphasis on the dignity of each pupil, on praise and reward, rather than punishment. The skills of self-discipline must be learnt early in life. **All staff** to be aware of any unrest and act upon it; ignoring the unrest gives the wrong signals.

Recording and Monitoring of Bullying Incidents:

All reports of bullying will be reported to the Principal and DSLs for recording, and will be monitored in terms of regular contact with the students involved to ensure that there has been no further issues, upsets or escalations.

Signs and Symptoms

A student may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a student:

- is frightened of walking to or from College
- doesn't want to travel on public transport
- begs to be driven to College
- changes their usual routine
- is unwilling to go to College (phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries at night or has nightmares
- feels ill in the morning
- begins to do poorly in academic work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- "loses" money continually
- has unexplained cuts or bruises
- comes home hungry (lunch money has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other students or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when an e-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Raising Awareness of Bullying

This is done by the application of our values throughout the College, through the curriculum and meetings with personal tutors, together with:

- Staff training and communication with other Colleges within the David Game Group to share strategies and experiences.
- Peer training and mentoring.

It should be noted that bullying not only affects students – staff can also be bullied - by other staff, parents or students. New staff are inducted and are made aware to whom they can express their concerns if the need arises, eg they can talk to their line manager or a member of the Leadership Team.

Examples of unacceptable behaviour include:

- Name calling
- Racist and sexist behaviour
- Making threats
- Making people feel small
- Hurtful remarks and personal comments
- Dares - making someone do something they do not want to
- Whispering about others
- Laughing at a hurt or upset person
- Preventing someone getting help
- Ignoring people and leaving them out
- Mocking differences
- Damaging work or belongings
- Hiding belongings
- Pressuring children to join in inappropriate behaviour

Engaging bullying issues in the curriculum

Teaching may be used to promote pro-social behaviour in lessons; themes such as teamwork (eg in sport or the sciences), moral issues (in assemblies, in Sociology and the sciences) and citizenship (e.g. in PSHE/SMSC) are examples of this. The focus of such work must direct students to be open in dealing with bullying, so that if a student is being bullied they must tell someone. We advise students to tell their Personal Tutor or a member of the Leadership Team, or they can tell a "Listening Adult" (See Listening Adult signs in classrooms). However, we also urge students to tell a friend or any Tutor if they feel more comfortable doing so. We work vigorously to ensure that friends help the victim and act as a support when it comes to informing details of the bullying. We also advise students to tell their parents if they feel comfortable in doing so.

Procedures

1. Report bullying incidents to staff.
2. The incidents will be recorded by staff.
3. In serious cases, parents should be informed and will be asked to come in to a meeting to discuss the problem in person or to do so by telephone when this is not practicable.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, suspension or even exclusion will be considered.
3. If possible, the students will be reconciled.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

The College will use KIDSCAPE methods for helping young people to prevent bullying. As and when appropriate, these may include:

- writing a set of class rules
- asking students to sign a behaviour contract
- holding discussions about bullying and why it matters

Following a report of Bullying

- If a member of staff believes that bullying is taking place, they should allow the victim to talk whilst reassuring the student that the College will deal with it sensitively but firmly.
- The member of staff must refer any incidents of bullying in writing to a member of the Leadership Team, who will liaise with the DSLs and Director of Studies/Principal and decide on action to be taken. This may include:
 - Talking with the victim.
 - Asking the victim to write down their version of events.
 - Calming their feelings.
 - Talking with the alleged bully.
 - Informing the parents of both parties.
 - Trying to resolve the problem through counselling.
- If the allegation is proven and serious, this may require disciplinary action.
- Support may be provided for the victim via the Tutor, or through peer mentoring external agencies.
- The Leadership Team member will liaise with the student's Tutors to monitor the situation, checking that further bullying is not occurring.
- The Leadership Team member will record the incident and action taken.

Guidance on advice to victim and protagonist

To the victim

- revenge is not appropriate.
- involving other students, or friends may not help.
- report future fears or incidents to an appropriate adult.
- reconciliation or avoidance should be considered.

To the protagonist

- behaviour is unacceptable.
- behaviour is recognised as designed to cause distress.
- serious sanctions may follow.
- reconciliation or avoidance should be considered.

To the parents

- advise their son or daughter to inform the College as soon as possible.
- reassure them that the College does its best to resolve all cases.
- parents who are made aware that their son or daughter is bullying other students are asked to explain that what he/she is doing is wrong and makes others unhappy.

Sanctions

- parents informed
- Student asked not to have specific contact with another student
- Exclusion from individual lessons.
- Temporary exclusion from College.
- Permanent exclusion from College.

The College will endeavor to maintain counselling even when sanctions have been applied. If the College feels that a pattern has emerged with an individual who is being bullied, or someone who is bullying, the College will act quickly and sensitively to ensure that this is dealt with.

Who is responsible for implementing the policy?

The Leadership Team and staff

When is the policy implemented?

Whenever the College is responsible for the conduct and welfare of its students.

What are the Monitoring and Success Criteria?

By the number of reported incidents and responses to questionnaires (parental and student)

This policy has been formulated using: Preventing and Tackling Bullying: DfE July 2017 and with reference to the resources on www.nationalbullyinghelpline.co.uk and Cyberbullying: Advice for headteachers and school staff and is informed by a range of materials from the Anti-Bullying Alliance and Kidscape

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0300 0115 142	www.ace-ed.org.uk
Community Legal Advice	0845 345 4345	www.communitylegaladvice.org.uk
Parenting and Family Support	0808 800 2222	www.familylives.org.uk
Bullying Online		www.bullying.co.uk
KIDSCAPE Parents Helpline	0808 800 22222	www.kidscape.org.uk

LILA* College Anti-Bullying Strategy 2025–26

Strategy Information

Strategy Owner	Principal
Reviewed On	September 2025
Review Date	September 2026
Version	0001
Applies to	All staff, students, parents/carers, volunteers, and visitors

Statement of Intent

LILA* College is committed to going beyond policy by embedding a whole-college strategy to prevent and respond to bullying. This strategy ensures that anti-bullying measures are visible, proactive, and consistently applied across the college community.

We aim to create a culture of openness where learners feel safe, respected, and confident to raise concerns. Every student will know who they can turn to, every staff member will be equipped to respond effectively, and every parent will be assured that bullying is taken seriously.

Strategic Aims

- Ensure that bullying is clearly explained and addressed from induction onwards, using the Student Handbook as a core resource.
- Equip staff through regular training to recognise the signs of bullying and respond appropriately.
- Establish multiple reporting pathways so every student feels confident to seek help.
- Embed anti-bullying awareness across teaching, personal tutoring, and college culture.
- Actively seek learner voice and feedback to refine practice.
- Meet and evidence compliance with the Education (Independent School Standards) Regulations and ISI expectations.

Implementation Measures

1. Student Induction

- All students will be introduced to the College's anti-bullying expectations during induction week.
- The Student Handbook will be used as a core reference point, with definitions, examples, and reporting routes highlighted.
- Assemblies and induction activities will reinforce zero tolerance of bullying and promote respect, inclusivity, and British Values.

2. Staff Training

- All teaching and support staff will receive annual training on recognising signs of bullying (including subtle, indirect, and online forms).
- Training will emphasise early intervention, inclusive language, and awareness of vulnerable groups (SEND, LGBTQIA+, international students).
- Staff will be reminded of recording procedures and the importance of swift follow-up.

3. Points of Contact for Students

- Every student will be allocated a Personal Tutor, providing a safe and consistent point of contact separate from subject teachers.
- The Principal will also be available as a direct point of contact for students and parents.

- Designated “Talking Adults” will be identified across different college teams and functions. Their photos and roles will be displayed on posters throughout the college. Any student may approach a Talking Adult about any concern.
- Students also have access to the DSL and DDSL as required.

4. Creating a Culture of Openness

- Posters and student notices will publicise reporting routes and reinforce the message: “You will be listened to.”
- Teachers will use tutorials, PSHE sessions, and subject time to reinforce values of respect and kindness.
- Assemblies and campaigns (e.g. Anti-Bullying Week, Safer Internet Day) will provide regular opportunities for open discussion.

5. Learner Voice and Feedback

- Anonymous student questionnaires will be distributed twice annually to gather honest feedback about experiences of safety and bullying.
- The Student Council will be empowered to raise issues and propose initiatives linked to anti-bullying.
- Feedback loops will ensure that actions taken in response to learner voice are communicated back to students.

6. Monitoring and Evaluation

- Records of all reported incidents will be maintained by the DSL and Principal.
- Incident trends will be analysed to inform targeted interventions.
- Annual review of this strategy will include student feedback, staff feedback, and a review of recorded incidents.

Responsibilities

- Leadership Team: Oversight, strategic direction, and accountability.
- Staff: Implementation, vigilance, and role-modelling positive behaviours.
- Students: Respecting others, reporting concerns, supporting peers.
- Parents/Carers: Supporting the College’s approach and maintaining open communication.

Review

This strategy will be reviewed annually in September by the Principal, in consultation with staff, students, and parents. Updates will be shared with the Directors and made available to inspectors upon request.