'At Livingstone Academy Bournemouth, our Guiding Principles of Self-worth, Engagement and Purpose are at the heart of everything we do and every decision we make.'

Anti Bullying Strategy

Date of next review:	Sept 2027	**Owner:**	Principal
Type of policy:	Academy	**Approval level:**	Regional Board

Version Control	
September 2022	Initial Policy Creation
September 2023	Annual review; minor formatting updates.
September 2024	Scheduled annual policy review - no changes
September 2025	Transformed from Policy to Strategy framework. Updated definitions to align with **KCSIE 2025/26** and **Equality Act 2010**. Clarified *Bullying vs. Relational Conflict*. Integrated dedicated email reporting, formal 2-week/6-week review checks, and updated procedural flowchart.
September 2026	No changes made

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APPENDIX - BULLYING RESPONSE FLOW CHART

1. Aims

Livingstone Academy is committed to providing a caring and safe environment for all students so that they can learn in a secure atmosphere. Bullying of any kind is unacceptable in our Academy. The aim of this strategy is to:

- Define what bullying is within our Academy and ensure the entire community is aware of this definition.
- Make it unequivocally clear that bullying will not be tolerated.
- Ensure all students feel able to tell an adult and know how to seek help.
- Detail our preventative measures and how we respond promptly and effectively to incidents.
- Support perpetrators in understanding their behavior so they can make positive changes, while ensuring victims are fully supported.

2. Legislation and Statutory Framework

This strategy reflects the Academy's legal duties to safeguard and promote the welfare of children, guided by:

- Keeping Children Safe in Education (KCSIE)
- Education Act 2002 (Section 175) and Education and Inspections Act 2006 (Section 89)
- Equality Act 2010 (Part 6)
- The Education (Independent School Standards) Regulations 2014
- DfE Guidance: *Preventing and Tackling Bullying* (2017)

3. What is Bullying?

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

The Four Key Characteristics of Bullying

- Repetitive and persistent: It is repeated, often over a period of time.
- Intentionally harmful: It is deliberately hurtful.
- Involving an imbalance of power: It is difficult to defend against.
- Causing negative impact: It causes feelings of distress, fear, loneliness, or lack of confidence.

The Five Essential Components

1. Intention to harm: Deliberate intent to cause upset; good-natured teasing between friends does not constitute bullying.
2. Harmful outcome: Physical or emotional hurt.
3. Direct or indirect acts: Can include direct aggression (hitting) or indirect acts (spreading rumours).
4. Repetition: An isolated aggressive act, like a fight, is not bullying.
5. Unequal power: Abuse of power due to age, physical strength, or psychological resilience.

Types of Bullying

Type of bullying	Definition
Emotional / Indirect	Being unfriendly, excluding, tormenting, name-calling, sarcasm, spreading rumours, teasing.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice-based / Hate	Racial taunts/graffiti; Homophobic/LGBTQ+ bullying; or offenses based on disability, religion, or gender-identity.

Sexual	Explicit remarks, displaying sexual material, sexual gestures, unwanted physical attention, or inappropriate touching.
Cyber- bullying	Bullying taking place online (social networking, messaging apps, gaming sites).

4. Signs of Bullying

Students who are being bullied may show changes in behaviour. Members of staff and the community must be alert to signs such as:

- Becoming shy, nervous, or clinging to adults.
- Feigning illness or taking unusual absences/truanting.
- Unexplained changes by displaying disruptive behaviour.
- Changes in work patterns or lacking concentration.
- Unexplained cuts or bruises with unconvincing explanations.
- Unaccountable damage or loss to bags, books, equipment, and money.

5. Bullying Outside the Academy and Online

Academy staff have a right to regulate student conduct off-premises, such as on public transport or in the local community. Furthermore, cyber-bullying can be persistent and permanent, invading a student's safe space at home. If bullying outside the Academy or online impacts a student's welfare within the Academy, we will investigate and apply sanctions accordingly, involving external agencies or the police if a criminal offense (such as a Hate Crime or severe harassment) has occurred.

6. Preventative Measures

Livingstone Academy aims to create a calm, caring, and purposeful environment via the following proactive strategies:

- **The Advisory System:** Advisors act as a daily point of contact, building a secure environment where students can share concerns.
- **Cross-Year Collaboration:** A school system where students are comfortable working with older peers.
- **Student Leadership:** Anti-bullying ambassadors are assigned and undertake official training.
- **Student Voice:** Advisory sessions and School Council allow students to offer views on whole-school issues.
- **Curriculum & Assemblies:** Ongoing education on the harm of bullying and how to overcome its consequences.
- **Visibility:** Student-friendly anti-bullying guidance is displayed in every classroom and reviewed regularly by students.

7. How the Academy Will Respond

Tackling bullying is everyone's responsibility. Sometimes people fail to act due to lethargy, peer pressure, or complacency, this is unacceptable.
When an incident is reported:

1. **Report & Log:** The victim, witness, or staff member reports the incident. It is formally logged and investigated as per the staff 'Bullying Incident Flow Chart'.
2. **Investigation:** The alleged perpetrator and victim are interviewed separately, and written records/witness statements are collected.

3. **Evaluation:** Staff assess whether the incident constitutes repetitive bullying or an isolated friendship issue.
4. **Action:** Friendship issues are dealt with via the Behaviour Policy. Confirmed bullying triggers restorative mediation, sanctions, and parental involvement for both parties.
5. **Support:** The student being bullied is offered continual support until they and their parents/carers are satisfied conditions have returned to normal.
6. **Escalation:** Where there is "reasonable cause to suspect a child is suffering significant harm," the Pastoral Leader will refer to the Designated Safeguarding Officer, who may contact Children's Services or the Police.

8. Roles and Responsibilities

Associate Principal and SLT

- Work closely with Advisors to create a positive school ethos and encourage participation at all levels.
- Ensure this strategy is implemented, monitored, and resourced.

Staff & Advisors

- Responsible for student welfare, actively looking out for behaviours that could be construed as bullying.
- Support victims immediately, advise them that details must be passed on, and complete the Record of Concern Bullying Reporting Form.

Students and Anti-Bullying Ambassadors

- **Victims:** Share feelings with a trusted friend, Advisor, Anti-Bullying Ambassador, or adult.
- **Bystanders:** Support the victim by offering friendship, make it clear the behaviour is wrong, and accompany them to a trusted adult to report it.

Parents and Carers

- If a parent suspects bullying, they should contact the Academy immediately.
- Parents are asked to support the Academy's investigation rather than attempting to resolve peer disputes themselves, which can often make matters worse.

9. External Support for Parents, Carers, and Students

There are numerous external organisations that can offer specialist help:

- **General Bullying:** The Anti-Bullying Alliance (ABA), Kidscape.
- **Online & Cyber:** ChildNet International, Digizen, Internet Matters, CEOP (Think U Know), UK Council for Child Internet Safety (UKCCIS).
- **LGBTQ+:** LGBT Barnardos, EACH (Educational Action Challenging Homophobia), Proud Trust.
- **SEND:** Mencap, Information, Advice & Support Service Network.
- **Mental Health:** MindEd.
- **Race & Hate Crime:** Educate Against Hate, Tell MAMA, Anti-Muslim Hatred Working Group.
- **Sexual Harassment:** Ending Violence Against Women & Girls (EVAW), Disrespect No Body.

10. Quality Assurance

This strategy will be formally reviewed every year. The Academy will maintain written and electronic records of all incidents, investigations, and outcomes to monitor the effectiveness of interventions and identify any recurring patterns

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