

Leicester Children's Trust recognises bullying as:

- the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological and can happen face-to-face or online.

(Based on Anti-Bullying Alliance's definition, 2017)

In practice, schools and other settings (residential children's homes, playgrounds, youth clubs, nurseries, etc.) may wish to use this clear and easy to understand definition of bullying:

Several Times, On Purpose

Leicester Children's Trust Board members promote work to prevent and tackle bullying in schools, settings and services that support children and young people in Leicester that is guided by the following principles:

- ❖ We believe children and young people have a right to feel safe in the places that they spend time (schools, other settings, communities, online)
- ❖ We believe children and young people have a right to be heard at all stages of developing and implementing approaches to prevent and tackle bullying
- ❖ We actively promote positive and peaceful cultures that build emotional resilience, develop conflict resolution skills and foster a sense of belonging
- ❖ We embrace diversity and believe all children and young people should be able to express their individual identity with confidence and without fear

These principles are demonstrated when:

- ❖ Robust anti-bullying policies and processes are in place (in schools and other settings in line with legislation and guidance) that effectively record, monitor and review responses to bullying incidents
- ❖ Schools and other settings ensure their staff are supported and trained to identify bullying and resolve conflict appropriately, with a focus on restorative approaches and inclusion
- ❖ Schools and other settings can evidence that they fulfil their responsibilities; for example, by voluntarily participating in Leicester's accredited award scheme - "Positive and Peaceful Places"
- ❖ Schools and other settings work in partnership with the community (e.g. pupils, parents, staff, governors, statutory bodies) to share experience and learn from good practice; creating safer places for children and young people in Leicester

Information and tools to support delivery of the Charter

The Leicester Children's Trust partnership organisations have pledged to support the principles set out in this charter. The level at which each organisation delivers against these pledges will depend upon its purpose and role.

For example, some partners deliver services directly to children and young people and therefore all aspects of the charter will be directly relevant to their operational role.

Other partners are responsible for commissioning rather than direct service provision. Commissioners supporting this pledge agree to embed the four principles of the charter within service specifications and commissioning arrangements that they enter into.

This section provides some commentary to support each of the statements made in the charter on how organisations may demonstrate the principles in action. Some examples of the current offer available in Leicester (including [hyperlinks](#) to information) are provided to assist organisations to develop their own policies and processes.

❖ **Robust anti-bullying policies and processes are in place (in schools and other settings in line with legislation and guidance) that effectively record, monitor and review responses to bullying incidents**

Leicester Children's Trust Board recognises the importance of encouraging schools and settings to robustly and fairly deal with bullying. It is recommended that schools develop their anti-bullying policy as per the Department for Education guidance – [Preventing and Tackling Bullying](#), published in July 2017.

The Anti-Bullying Alliance (ABA) has produced helpful [guidance](#) for schools on developing an Anti-Bullying Policy.

The Local Safeguarding Children Board (LSCB) has also published information and [guidance](#) around bullying that schools and other settings should follow as appropriate.

Leicester's new "**Positive and Peaceful Places**" **Anti-Bullying Award for Schools and Settings**, which schools can apply for on a voluntary basis, requires an Anti-Bullying policy to be in place as part of the accreditation process. Support is offered to schools to develop their anti-bullying policy. The Positive and Peaceful Places award is offered to schools on a traded basis.

Restorative Approaches Training can be bought by schools to further develop a whole school approach to managing conflict.

The Restorative Justice Council UK has the following definition:

"A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement"

See [link](#) for additional information.

Everyone's Welcome training uses the No Outsiders approach to teach the Equality Act in primary schools. The training can be bought by schools from the Psychology Service to embed the principles of equality and diversity.

Everyone's Welcome supports schools to develop a whole school approach through curriculum resources and lesson plans that promote community cohesion and a celebration of difference and diversity.

Using the Equality Act 2010, children are taught about the protected characteristics listed in the Act (which is British law) and learn to recognise and celebrate the difference that exists all around them in their communities. Relating the Equality Act to their own experience in schools and settings, children learn to welcome and accept everybody:

"In our school/setting there are no outsiders: children can be male or female, black or white, Christian, Muslim, Jewish, gay, lesbian, bisexual, transgender, have disabilities, be old or young - everyone is welcome." (No Outsiders project)

The teaching programme consists of lessons/activities based on a set of 35 children's stories from Early Years Foundation Stage to Year 6. The programme also consists of a set of assembly plans to reinforce the whole school approach. See [link](#) for additional information.

Additional Training can be purchased by schools and settings as detailed in the [SEND Training Brochure 2018/19](#).

- ❖ **Schools and other settings ensure their staff are supported and trained to identify bullying and resolve conflict appropriately, with a focus on restorative approaches and inclusion**

Staff in primary, mainstream and special schools are supported by SEMH (Social, Emotional & Mental Health) link teachers and Educational Psychologists. They also support staff in secondary settings during the first half term of Year 7. Work will include issues around anxiety; low self-esteem; challenging behaviours; inclusion in learning and social activities; advice and guidance around the causes of bullying, its impact on both the victim and the bully and restorative approaches. Other SEND Support Services and the Psychology Service offer support and traded services work across EYFS, primary and secondary school phases.

As part of the SEND Support training programme, a range of courses is offered that underpin staff awareness, understanding and skills in supporting children with challenging behaviours that may include bullying. These include:

- Team Teach
- Connecting with Children that Challenge
- Children in KS1 and 2 with challenging behaviours
- Power of Connections
- Theraplay practices
- Keeping Safe – Positive Handling Plans
- Midday Supervisor training
- School Governor workshop
- Guided Imagery
- Emotions in Motion
- CBT-based work
- Mindfulness
- Emotion Coaching
- Diversity and Inclusion
- Ambassadors training
- Scripted language

See information above on further training available including Restorative Approaches and No Outsiders.

- ❖ **Schools and other settings can evidence that they fulfil their responsibilities; for example, by voluntarily participating in Leicester's accredited award scheme – "Positive and Peaceful Places"**

Leicester's new **"Positive and Peaceful Places" Anti-Bullying Award for Schools and Other Settings** will be rolled out in the 2018-19 academic year. There will be regular opportunities for new schools and other settings to apply, and for existing Anti-Bullying Award holders' re-accreditation onto the new scheme.

The new accreditation scheme is structured to provide a supportive framework for each school or other setting which may include:

- An initial visit and guided planning exercise
- The formulation of an action plan
- Support and guidance on how the organisation can evidence compliance
- Advice and guidance on preparing or developing the organisation's anti-bullying policy (see above for DfE guidance)
- Monitoring visits
- The offer of a bespoke package to meet individual needs
- Additional development and training opportunities for schools and other settings who wish to develop their accredited status

❖ **Schools and other settings work in partnership with the community (e.g. pupils, parents, staff, governors, statutory bodies) to share experience and learn from good practice; creating safer places for children and young people in Leicester**

The Council is committed to participation and co-production and working in partnership with schools and settings to ensure anti-bullying practice is promoted widely. The council facilitates a multi-agency Anti-Bullying Steering Group which meets termly.

The **Trans Inclusion toolkit for schools** is a good example of the excellent partnership developed between Leicestershire County Council, Leicester City Council and the Young Transgender Centre of Excellence, working together with other local authorities and partner agencies. The aim of the [toolkit](#) is to provide a practical practice guide in an easy to use resource to support schools to support transgender children and young people and to develop a whole school approach.

[Stonewall UK](#) is a key partner with whom we work to promote inclusion and positive Lesbian, Gay, Bisexual and Transgender (LGBT) good practice in city schools. Leicester City Council is part of Stonewall's Education Champions programme which provides support and guidance to local authorities to tackle homophobia, biphobia and transphobia (HBT) in schools and support LGBT young people in their community.

The [Education Equality Index](#) provides a benchmarking exercise for local authorities from across the country showcasing how they celebrate difference. Stonewall also produces useful LGBT resources and can provide support to schools and settings.

For additional information about any aspect of this charter please contact:
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