

# Leigh Academy Blackheath



## Anti-Bullying Policy

**Approved by:** The Senior Leadership Team

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## **1. Policy Objectives**

Leigh Academy Blackheath is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. This policy outlines what Leigh Academy Blackheath will do to prevent and tackle all forms of bullying. It aims to ensure that all young people in the Academy grow into respectful citizens who display good integrity and will go on to succeed in all walks of life

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2025 and "Sexual violence and sexual harassment between children in schools and colleges" guidance. The setting has also read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

## **2. Legislation**

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

- The Education and Inspection Act 2006, 2011;
- The Equality Act 2010;
- The Children Act 1989;
- Protection from Harassment Act 1997;
- The Malicious Communications Act 1988;
- Public Order Act 1986.

## **3. Roles and Responsibilities**

Leigh Academy Blackheath community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying Leigh Academy Blackheath can help to create a safe and disciplined environment, where students are able to learn, feel safe and valued, and fulfil their potential.

### **The Leigh Academy Blackheath Community:**

- Monitors and reviews our anti-bullying policy and practice on a regular basis;
- Supports staff to promote positive relationships to help prevent bullying;
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others;
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly;
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively;
- Requires all members of the community to work with the school to uphold the anti-bullying policy;

- Recognises the potential impact of bullying on the wider network of those affected so will work in partnership with parents and carers regarding all reported bullying concerns;
- Seeks to learn from good anti-bullying practice elsewhere;
- Utilises support from the Local Authority and other relevant organisations when appropriate.

**It is also the responsibility of:**

- The Deputy Principal, to communicate this policy to the school community; and to ensure that disciplinary measures are applied fairly, consistently and reasonably;
- The Governors, to take a lead role in monitoring and reviewing this policy;
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly;
- Parents and carers, to support their children and work in partnership with the school;
- Students, to abide by the policy.

#### **4. Definition and Types of Bullying**

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally” (DfE “Preventing and Tackling Bullying”, July 2017). Bullying is recognised by the Academy as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development. Bullying can take many different forms, including but not limited to the below:

- **Verbal Bullying:** Name calling, abusive nicknames, teasing, spreading rumours, aggressive tone of voice, taunts.
- **Physical bullying:** Pushing, shoving, punching, kicking, tripping, pinching, biting, hair pulling, fighting.
- **Intimidation or gesture bullying:** Aggressive body language, pointing, shaking your fists.
- **Exclusion or isolation bullying:** Deliberately isolating, ignoring or excluding from group activity.
- **Name-calling:** Persistent name calling referring to physical appearance or academic performance (either high or low).
- **Sexual Harassment:** Remarks of a suggestive sexual nature.
- **Extorting bullying:** Demands for money or personal possessions, equipment, lunches, bus fares, daring or forcing the victim to steal.
- **Damaged property:** Graffiti, scribbling on or tearing books or clothes, interfering with personal property, folders, Academy bags or sports gear.
- **Cyberbullying:** Sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- **Prejudicial bullying (against students or others with protected characteristics):**
  - Bullying related to race, religion, faith and belief and for those without faith;
  - Bullying related to ethnicity, nationality or culture;

- Bullying related to Special Educational Needs or Disability (SEND);
- Bullying related to sexual orientation (homophobic bullying);
- Gender based bullying, including transphobic bullying;

**Single, one-off incidents are not usually bullying, but still must be reported so that they can be dealt with by the Academy swiftly.**

## **5. Student Responses to Bullying**

If a student feels they are being bullied, the Academy offers this guidance:

- Tell someone immediately – whether your form tutor, a member of your college team, another staff member, parent or carer, etc.
- Tell yourself that you do not deserve to be bullied, and that it is wrong.

If a student witnesses an incident they feel may be perceived as bullying the Academy offers this guidance:

- If you feel you cannot get involved supportively, go tell an adult immediately.
- Students encouraging students to engage in bullying or fighting will receive a consequence. This includes students recording or taking images of bullying or fighting.
- Do not befriend a bully, or be seen to support them.
- Staff will always support the victim and sanction those who are bullying.

If you feel you cannot tell a teacher or a member of staff, you can anonymously place a letter in the safe box that can be found on each college plaza.

## **6. Academy Responses to Bullying**

The following steps may be taken when dealing with all incidents of bullying reported to the Academy:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern;
- The Academy will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate;
- The Deputy Principal or Designated Safeguarding Lead (DSL), or another member of the
- leadership team will take statements from all parties involved;
- The DSL will be informed of all bullying issues where there are safeguarding concerns;
- The Academy will speak with and inform other staff members, where appropriate;
- The Academy will ensure parents or carers are kept informed about the concern and action[s] taken, as appropriate and in line with child protection and confidentiality policies;
- Sanctions, as identified within the Academy Behaviour Policy, and support will be implemented in consultation with all parties concerned;

- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm;
- A clear and precise account of bullying incidents will be recorded by the Academy in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken through the academy MIS.

When responding to cyberbullying concerns, the Academy will:

- Act swiftly after the incident has been reported or identified;
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again;
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation;
- Take all available steps where possible to identify the person responsible. This may include:
  - Looking at use of the school systems;
  - Identifying and taking statements from possible witnesses;
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation;
- Ensure that sanctions are applied to the person responsible for the cyberbullying, as appropriate;
- Take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need;
- Inform the police if a criminal offence has been committed;
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

## **7. Consequences of Bullying**

Students who engage in bullying behaviour should be aware of the consequences of their actions and the sanctions likely to be implemented. The consequences given for bullying will be decided on an individual basis. These may include:

- Having to compose a written apology;
- A restorative discussion with the victim;
- Involvement of parents or carers;
- Weekly or daily reports;
- Interviews with Head of College;
- Placed in Internal Supervision;
- A Fixed Term or Permanent Exclusion from the Academy and in extremely serious cases, the involvement of the police may be sought.

## **8. Supporting Students**

Students who have experienced bullying will be supported, as per the below, to the extent that this is deemed appropriate, having taken their views into account:

- Reassuring the student and providing continuous pastoral support;
- Offering the opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice;
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.

## **9. Preventing bullying**

The whole academy community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all;
- Recognise that bullying can be perpetrated or experienced by any member of the community;
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying;
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference;
- Challenge practice and language (including 'banter') which does not uphold the school values of respect, integrity and non-discrimination towards others;
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly;
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying;
- Celebrate success and achievements to promote and build a positive school ethos.

The whole academy community will:

- Provide a range of approaches for students, staff and parents or carers to access support and report concerns;
- Take appropriate, proportionate and reasonable action, in line with existing academy policies, for any bullying brought to the academy's attention, which involves or affects students, even when they are not on school premises; for example, when using school transport or online;
- Implement appropriate disciplinary sanctions (the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable);
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

The academy community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents;
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, the PD programme, assemblies, peer support, and the student council;
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week;
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

## **10. Involvement of students**

We will:

- Regularly canvas young people's views on the extent and nature of bullying and utilise student voice in providing student led education and support;
- Ensure that all students know how to express worries and anxieties about bullying;
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying;
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum;
- Offer support to students who have been bullied and to those who are bullying to address the problems.

## **11. Involvement and liaison with parents and carers We will:**

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying;
- Make sure that key information about bullying (including policies and named points of contact) is available to parents and carers in a variety of formats, including via the school website;
- Ensure all parents and carers know who to contact if they are worried about bullying.

## **12. Monitoring and Review**

- The Academy will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied;
- The Principal will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

### 13. Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council:  
[www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

#### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice:  
[www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

#### Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## Race, religion and nationality

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## LGBT

- Barnardo's LGBT Hub:
- [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm) • Metro
- Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)
- Disrespect No Body:  
[www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)
- Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)