

# Leigh Academy Bearsted

## Anti-Bullying Policy

<b>Document title:</b>	Anti-Bullying Policy
<b>Version number:</b>	1.0
<b>Policy Status</b>	Approved
<b>Date of Issue</b>	September 2024
<b>Date to be revised</b>	September 2025

### Revision Log (last 5 changes)

Date	Version No	Brief detail of change

### **Definition of Bullying:**

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation
- demonstrative of an imbalance of power in a friendship or relationship.

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)“

DfE: Website November 2023 [www.gov.uk/bullying-at-school/bullying-a-definition](http://www.gov.uk/bullying-at-school/bullying-a-definition)

### **POLICY STATEMENT**

Bullying of any form is not tolerated at Leigh Academy Bearsted, and all staff and pupils are expected to be committed to this policy. All staff and pupils should respect each individual and aim to make everyone feel comfortable, both on their way to and from the Academy and within it. There must not be any fear of, or intimidation from, other people, either physical or psychological.

Bullying can occur through several types of anti-social behaviour. It can be:

**i physical:** a person can be physically punched, kicked, spat at, etc;

**ii verbal:** verbal abuse can take the form of name calling, it may be directed

towards gender, ethnic origin, physical/social disability, or personality;

**iii exclusive:** a person can be bullied simply by being excluded from discussion/activities with those they believe to be their friends;

**iv damage to property or theft:** a person may have property damaged or stolen, physical threats may be used by the bully to coerce the person to hand over the property to them;

**v cyber:** this applies to inside and outside of the Academy through the use of instant messaging, email, text messaging and other internet sites.

It is important that victims are not made to feel powerless so to this end, victims of bullying will, in the first instance, have a dialogue with an adult to discuss ways in which the situation can best be dealt with and this will include discussion on appropriate sanctions. S/he will also be offered alternative areas for breaks and lunchtimes, if appropriate.

**The Academy will:**

i ensure all pupils are aware of the nature of the bullying;

ii ensure all pupils are aware of the measures that will be taken against bullying;

iii inform parents of the Academy's attitude towards bullying via information booklets; and newsletters;

iv ensure that all staff are aware of the anti-bullying policy and procedures for its implementation.

**ROLES AND RESPONSIBILITIES**

It is the responsibility of the Governing Body to establish a policy and procedure for Anti-bullying and to monitor the effects of the procedure.

It is the responsibility of the Principal to promote positive relationships in the Academy by encouraging and fostering acceptable standards of behaviour, good personal relationships and a respect for the individual. Any breaches of good conduct and behaviour will be addressed promptly, using informal procedures where possible but implementing formal procedures where necessary.

It is the responsibility of all staff to familiarise themselves, and comply with this policy and procedure with professional standards. In particular they should encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the

individual.

It is the responsibility of pupils to develop positive relationships in the Academy and demonstrate acceptable standards of behaviour, good personal relationships and a respect for the individual.

It is the responsibility of parents/carers to support the Academy in encouraging and fostering in their children, acceptable standards of behaviour, good personal relationships and a respect for the individual.

## **PROCEDURES**

### **As a pupil if you suspect someone is being bullied:**

i Take action. Approach the victim, try talking her/him to find out the situation, and refer her/him to an adult.

ii Tell an adult immediately.

iii Do not encourage or contribute to bullying of a victim

### **If you feel you are being bullied:**

i Tell an adult.

ii Tell yourself that you do not deserve to be bullied, and that it is wrong.

iii Be proud of who you are.

iv Feel confident to show your emotions.

v Speak to friends and adults about how you are feeling so you can feel supported.

vi Walk confidently away, go straight to a member of staff.

vii It is normal to feel many emotions when feeling targeted, you may feel angry, upset, etc. It is important to protect yourself by leaving the situation and going to an adult for support.

### **As a parent:**

i Look for unusual behaviour. For example, your child may suddenly not wish to attend school, may feel ill regularly, or may not complete work to his/her normal standard.

ii Inform the Academy immediately if you suspect a child is being targeted

iii Advise your child not to fight back.

iv Reassure your child that there is nothing wrong with her/him.

v Make sure you and your child are aware of the Academy's Anti-bullying Policy.

iv Do not get involved personally with other parents.

vii Make sure you talk to your child.

**As a member of staff:**

i Deal quickly, firmly and fairly with any complaints in accordance with the academy lines of communication. Refer to additional support if appropriate.

ii Encourage pupils and staff to form positive attitudes towards others.

iii Ensure that bullies are counselled and/or sanctioned appropriately.

iv Ensure that victims of bullying are given help, advice and support by appropriate staff or outside agencies.

v Ensure that all staff, teaching and educational support staff, are given appropriate information and training where necessary, in respect of the Academy's Anti-bullying Policy.

vi Ensure that the Academy uses any opportunity to discuss aspects of bullying and the appropriate way to behave towards each other, e.g. in the PSHE programme.

vii Encourage the students to be involved in writing the Academy's Rules.

viii Talk to the suspected victim, the suspected bully and any witnesses.

**The victims will be supported in the following ways:**

i By being offered the immediate opportunity to talk about the experience i.e. through a adult they are comfortable with

ii By the Academy informing the victim's parents/carers.

iii By the Academy offering continued support when the victim feels s/he needs it.

iv By the Principal and SLT taking disciplinary steps to prevent more bullying.

**The bullies will be disciplined and counselled in the following ways:**

i By the teacher (or if appropriate a member of SLT) talking about what happened, to discover the reasons they became involved.

ii By the teacher (or if appropriate a member of SLT) informing the bullies' parents/carers.

iii By all staff continuing to work with the bullies to get rid of prejudiced attitudes.

iv By the teacher (or if appropriate a member of SLT) taking disciplinary steps to prevent more bullying.

**DISCIPLINARY STEPS**

The Academy will take a range of disciplinary steps; these include but this is not an exhaustive list:

i An official warning to stop offending.

ii Inform bullies' parents/carers.

iii Remove break and lunch time recreational privileges.

iv Internal Exclusion

v Suspend from the Academy during lunch times.

vi Suspend from Academy for a fixed period (one or two days).

vii If bullying persists, suspend for a fixed period (up to five days).

viii If bullying persists, recommend a permanent exclusion.

For further information in regard to exclusions see [Suspensions and Permanent Exclusions Policy](#)

The Academy aims to comply with Section 154 of the Education Act 1996 by maintaining an ethos and environment which will encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual.