Leigh Academy Ebbsfleet
Anti-Bullying Policy

Version number:	1.0
Policy status:	Active
Date of issue:	September 2025
Date to be revised: (annually)	September 2026

Revision Log (last 5 changes)

Date	Version no.	Brief detail of change

Sections

Policy Objectives 1
Legislation 2
Roles and Responsibilities 3
Definition and Types of Bullying 4
Student Responses to Bullying 5
Students Being Bullied 5.1
Students Witnessing Bullying 5.2
Academy Responses to Bullying 6
Responding to Bullying in the Academy 6.1
Responding to Cyberbullying 6.2
Consequences of Bullying 7
Supporting Students 8
Victims of Bullying: 8.1
Perpetrators of Bullying: 8.2
Preventing Bullying 9
Environment 9.1
Policy and Support 9.2
Education and Training 9.3
Involvement of Students 10
Involvement and liaison with parents and carers 11
Monitoring and Review 12
Useful links and supporting organisations 13
SEND 13
Cyberbullying 13
Race, religion and nationality 13
LGBT 13
Sexual harassment and sexual bullying 13

Key Contacts

Leadership Staff Responsible for the policy: Crystal Cardnell, Vice Principal

Designated Safeguarding Leads:
Gurjit Kaur Shergill, Principal
Crystal Cardnell, Vice Principal
Holly Hicks, Inclusion Manager

Named Governor with lead responsibility: Gursimran Mehet, Safeguarding

1. Policy Objectives

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 Children's “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

- This policy outlines what Leigh Academy Ebbsfleet will do to prevent and tackle all forms of bullying.
- Leigh Academy Ebbsfleet 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 aims to ensure that all young people in the Academy grow into model, caring citizens who display good manners and will go on to succeed in all walks of life

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 Ebbsfleet 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 our school can help to create a safe and disciplined environment, where students are able to learn and fulfil their potential.

Leigh Academy Ebbsfleet 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; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- 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; that everyone should feel safe to learn and abide by the anti-bullying policy.
- 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 family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
● Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
● 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 Principal communicates this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
● The Governors 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/carers to support their children and work in partnership with the school.
● Students 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.

● **Verbal Bullying:** Name calling, abusive nicknames, teasing, spreading rumours, aggressive tone of voice, taunts, abusive phone calls, etc.
● **Physical bullying:** Pushing, shoving, punching, kicking, tripping, pinching, biting, hair pulling, fighting, etc.
● **Intimidation or gesture bullying:** Making faces, aggressive stance or stare, aggressive body language, pointing, shaking your fists, etc.
● **Exclusion or isolation bullying:** The silent treatment, deliberately isolating, ignoring or excluding from group activity, etc.
● **Name-calling:** Persistent name calling referring to physical appearance or academic performance (either high or low), etc.
● **Sexual Harassment:** Remarks of a suggestive sexual nature, etc.
● **Extorting bullying:** Demands for money or personal possessions, equipment, lunches, bus fares, daring or forcing the victim to steal, etc.
● **Damaged property:** Graffiti, scribbling on or tearing books or clothes, interfering with personal property, folders, Academy bags or sports gear, etc.
● **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 people/students 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/biphobic bullying)

Gender based bullying, including transphobic bullying
Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Bullying can be shown through any of the following:

- Threatening behaviour (psychological, intimidation)
- Using physical violence
- Using unpleasant words – insulting comments, mocking, verbal abuse
- Stealing property, taking or demanding money
- Deliberately upsetting people
- Sending unpleasant text messages/images
- Using the internet/social media/technology to spread unpleasant rumours (cyber 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

5.1 Students Being Bullied

If a student feels they are being bullied the Academy offers this guidance:
- Tell someone immediately – Form tutor, a Pastoral Leader, Head of House, another staff member, parent/carer, etc.
- Tell yourself that you do not deserve to be bullied, and that it is wrong. Be proud of who you are, it is good to be an individual.
- Do not show that you are upset. Bullies thrive off a reaction/fear.
- Stay with a group of friends/people – there is safety in numbers.
- Be assertive – walk confidently away. Go straight to a teacher or another member of Academy staff. You will get support straight away.

5.2 Students Witnessing Bullying

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.
- Watching and not doing anything looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own. All students are expected to walk away from a situation. 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, or pretend to be, friends with a bully.
- Teachers have ways of dealing with bullies without you getting into trouble. Teachers will always support the victim and punish the bullies.

If you feel you cannot tell a teacher or a member of staff you can anonymously place a letter in the post box that can be found by Place2Be.

6. Academy Responses to Bullying

6.1 Responding to Bullying in the Academy

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 Principal /Designated Safeguarding Lead (DSL) or another member of leadership staff will interview 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/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.

● Sanctions, as identified within the Academy Behaviour Philosophy, and support will be implemented in consultation with all partner services including early help or children's social care, if a child is felt to be at risk of significant harm.

○ Where the bullying of or by students takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the Academy's Behaviour Policy

○ 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 on a bullying log.

6.2 Responding to Cyberbullying

When responding to cyberbullying concerns, the Academy will:

○ Act as soon as an 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 interviewing possible witnesses;

• Contact the service provider and the police, if necessary.

○ Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

This may include:

• Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.

• Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.

• Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

○ Ensure that sanctions are applied to the person responsible for the cyberbullying; the Academy will 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 make a written apology
- A reprimand by a senior member of staff
- A restorative justice approach by a senior member of staff
- Involvement of parents/carers (essential at an early stage for serious incidents)
- Weekly or daily reports
- Interviews with Director of Pastoral / Head of College
- Loss of privileges
- Placed in Internal Exclusion Unit
- Support of local PCSO
- 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

8.1 Victims of Bullying:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate 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 with Place2Be, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

8.2 Perpetrators of Bullying:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to the service provider.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police

or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

9. Preventing bullying

9.1 Environment

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, including adults and children (peer on peer abuse).

● Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.

● 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 tolerance, non-discrimination and respect 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.

● Actively create "safe spaces" for vulnerable children and young people.

● Celebrate success and achievements to promote and build a positive school ethos.

9.2 Policy and Support

The whole academy community will:

● Provide a range of approaches for students, staff and parents/carers to access support and report concerns.

● Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

● 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, etc.

● 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.

9.3 Education and Training

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 pastoral and PSHRE programme, assemblies, peer support, the school/student council, etc.

● Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
● 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:
● Involve students in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
● Regularly canvas children and young people's views on the extent and nature of bullying and utilise pupil voice in providing pupil 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.
● Publicise the details of internal support, as well as external helplines and websites.
● Offer support to students who have been bullied and to those who are bullying to address the problems they have.

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/carers in a variety of formats, including via the school website ● Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
● Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
● Ensure that parents work with the school to role model positive behaviour for students, both on and offline.
● Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12. Monitoring and Review

● The Academy will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
● Any issues identified will be incorporated into the school's action planning.
● 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
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: 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
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) 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
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

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

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org

• EACH: www.eachaction.org.uk
• Proud Trust: www.theproudtrust.org
• Schools Out: www.schools-out.org.uk
• Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

• Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk

• A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf

• Disrespect No Body: 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-genderrelated/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

• Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying