

Full name of policy:	<b>Anti-Bullying Policy</b>		
Written by:	Elaine Brown, Deputy Head (Pastoral)		
Frequency of review:	Annually		
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Comments:	<p>This policy should be read in conjunction with:</p> <ul style="list-style-type: none"> <li>• LAET Student Conduct policy</li> <li>• LAET Safeguarding policy</li> <li>• Preventing and Tackling Bullying (DfE October 2014)</li> </ul>		
	<b>Name (role):</b>	<b>Signature:</b>	<b>Date:</b>
Written:	Johnny Clark, Deputy Head (Pastoral)	J Clark	20/08/17
Ratified:	Jan Balon	J Balon	22/08/17
Reviewed:	Elaine Brown	E Brown	05/11/25
Ratified:	Jan Balon	J Balon	05/11/25

[This Anti-Bullying Policy will be reviewed annually.](#)

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The purpose of this policy is:

Through this policy, LAET aims to prevent bullying from occurring. Its objectives are to ensure that students:

- feel safe from bullying;
- recognise bullying behaviour;
- understand and support the LAET's stance against bullying;
- know how to report incidents of bullying;
- contribute to informing and, where possible, evaluating the policy.

It is the responsibility of everyone involved in the **Anti-Bullying Policy**

London Academy of Excellence is committed to actively promoting equality of opportunity in everything that it does and to ensuring that differences between all of our learners and staff are valued and respected. This policy complies with the 2010 Equality Act.

**This Anti-Bullying Policy will be reviewed annually.**

## 1 Statement of Aims

Bullying is unacceptable and will not be tolerated at the London Academy of Excellence Tottenham (hereafter, LAET). Any member of the community, student, employee or volunteer, has the right to learn and work without fear of being bullied.

For the procedures regarding bullying involving members of the LAET community other than students, please refer to the Staff Handbook.

Through this policy, LAET aims to prevent bullying from occurring. Its objectives are to ensure that students:

- feel safe from bullying;
- recognise bullying behaviour;
- understand and support LAET's stance against bullying;
- know how to report incidents of bullying;
- contribute to informing and, where possible, evaluating the policy.

This policy has been written in the light of the DfE guidance *Preventing and Tackling Bullying* (DfE October 2014).

## 2 Definition

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is often motivated by prejudice against particular groups. It may occur directly or online.

Although it may be unintentional, it is also bullying if someone feels hurt because of things said about their ethnic, cultural or economic background, religious faith, gender, sexuality (homophobic/transphobic), disability, special educational need, appearance or issues in their family.

Bullying includes:

- Name-calling;
- Taunting;
- Mocking;
- Making offensive or humiliating comments;
- Gossiping;
- Spreading hurtful and untruthful rumours;
- Laughing or sniggering at someone in an unkind way;
- Taking or deliberately damaging a person's belongings;
- Threats and extortion;
- Physical violence;
- Using body language inappropriately e.g. giving "dirty" looks;
- Deliberately invading someone's personal space;
- Cyber bullying, including but not restricted to inappropriate text messaging, emailing and use of social network sites e.g. Facebook, Youtube, Whatsapp, Instagram, Instagram, Tiktok etc
- Sending or displaying offensive or degrading images by phone or via the internet or email;
- Producing offensive graffiti or writing unkind notes about someone;
- Excluding people from groups without a justified reason;
- Racist, religious, cultural, sexual, sexist, homophobic, special educational needs disability-related language and comments.

Although bullying is not a specific criminal offence there are criminal laws which apply to harassment and threatening behaviour including the sending of offensive material by electronic messaging.

Bullying can cause psychological damage and even suicide. It is, therefore, of the utmost

importance that the culture at LAET is one where all members of the community work to prevent bullying.

Any act by a student outside of LAET which threatens, or could potentially threaten, the wellbeing of any member of the community or the reputation of LAET may prompt a response from LAET. Cyber activity is included in this scope for investigation, including referral to the police by LAET if an offence may have taken place.

### **3 Bullying**

We expect students to know that bullying is unacceptable. Those who engage in bullying and fail to show through their actions that they have learnt that bullying is unacceptable risk forfeiting their right to be at LAET and can face permanent exclusion. See the exclusion section of the Student Conduct Policy for further details.

#### **3.1 Investigations**

In line with our behaviour policy, any reported case of bullying, the Deputy Head (Pastoral), or their designate will lead an internal investigation according to the guidance set out in the Student Conduct Policy. This will include collating the statements of all students involved and all evidence together before a judgement is made. A judgement of guilt will be made in accordance with the civil burden of proof.

#### **3.2 Cyber bullying**

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms. All students sign the ICT Acceptable Use Policy.

LAET will follow through with the Student Conduct Policy for all cases of cyber bullying and will inform the Police if it is believed a crime has been committed.

#### **3.3 Sanctions**

Students who are guilty of bullying will be given sanctions according to the severity of the offence. Students will be given opportunities to:

- Face up to the harm they have done;
- Learn to behave in ways which will not cause harm in future;
- Develop their understanding of how others think and feel;
- Learn how to take steps to repair the harm they have caused;
- Pay a penalty for the harm they have done and thus be held accountable for their actions.

It is expected that all staff employed by LAET will recognise and eschew any behaviour which is bullying. Bullying of students or colleagues by staff will be treated as a disciplinary offence.

## **4 Responsibilities**

Everyone at LAET has the ability to contribute towards making LAET a safe and happy place where bullying will have no place and where bullying will be challenged and eliminated.

All Staff will:

- Be familiar with the definition of bullying and LAET's Anti-Bullying Policy;
- Challenge behaviour that they believe is, or could be perceived to be, bullying;
- Help to foster a climate of respect through their own words and actions;
- Prevent, and if necessary challenge, the use of inappropriate language (e.g. the casual and pejorative use of the term 'gay').
- Monitor students' or colleagues' behaviour (e.g. becoming shy, nervous or withdrawn; pretending to be ill; taking unusual absences;) and report concerns;
- Ensure that students understand the definition of bullying and know the LAET's stance on bullying and are confident about the LAET's ability to deal with it;
- Ensure that students reporting bullying are heard;
- Ensure that students understand that staff cannot promise confidentiality;
- Pass on the information to the appropriate member of the pastoral team;
- Make sure that a person being bullied feels safe and knows how and where to get support;
- Record and report cases of bullying using the online reporting system;
- Promote the general progress and well-being of individual students and of any class or group of students assigned to them, which includes ensuring as far as possible that students are free from bullying and harassment;
- Apply the LAET rewards and sanctions lawfully;
- In accordance with LAET's Safeguarding and Promoting the Welfare of Children Policy, where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, serious harm because of a bullying, report the bullying to the Designated Safeguarding Lead;
- Be observant and ask students what is happening to them;
- Never let any incidence of bullying go unreported, whether on-site or during an off-site activity;
- Lead discussions on bullying during pastoral time when directed to do so or when staff believe discussion of bullying will support students.

In addition, LAET will:

- Collate data about incidents of bullying and monitor trends, reporting termly to Governors and reviewing the anti-bullying procedure, including consulting students on their experience;
- Provide training to new staff at induction and to all staff regularly, through Inset and briefings;
- Promote awareness of where and when bullying is most likely to take place and ensure actions are taken to reduce the risk;
- Promote the anti-bullying policy and stance on bullying in assemblies and other activities at least once per year;
- Ensure that awareness of bullying is raised during pastoral time;
- Ensure that students know about the roles they can take in preventing bullying;
- Ensure that parents / carers are confident that LAET will take any complaint about bullying seriously;
- Inform parents / carers if their child is being bullied or is bullying someone else;
- Review its policy and procedures in the light of data and any complaints;
- Celebrate the success of anti-bullying measures and a positive culture where everyone feels

safe to be themselves and where no one fears to learn or work.

Parents will:

- Ensure they are not complicit in or engage in any behaviour that can be construed as bullying;
- Support the school in educating their children on the dangers of bullying;
- Immediately report to the school any incident of known bullying involving the LAET community.

The Governing Body will:

- Discuss, review and endorse agreed strategies as necessary, and will discuss the Headteacher's annual report on the working of this policy.

The Headteacher will:

- Determine the more detailed measures (rules, rewards, sanctions and behaviour management strategies) on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing;
- Publicise the measures in the behaviour policy and draw them to the attention of students, parents / carers and staff at least once a year;
- Determine and ensure the implementation of a policy for the pastoral care of the students;
- Ensure the maintenance of good order and discipline at all times during the school day when students are present on the LAET premises and whenever the students are engaged in authorised school activities, whether on the LAET premises or elsewhere;
- Ensure that all staff have an opportunity to discuss and review strategies on anti-bullying;
- Report annually to the governing body.

The Deputy Head (Pastoral) will:

- Be responsible for the day-to-day management of the policy and systems;
- Ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- Keep the Headteacher informed of incidents;
- Arrange relevant staff training;
- Determine how best to involve parents / carers in the solution of individual problems;
- Make a termly report to the Headteacher;
- Ensure that the Headteacher's positive strategies are put into practice;
- Have an awareness of LAET's procedure and deal with any incidents that are reported;
- Involve external agencies when necessary;
- Keep a central log of all bullying incidents;
- Liaise with the student council on the review of the policy;
- Ensure all briefings and CPD around anti-bullying are logged;
- Provide means to report bullying through the tutor system and student surveys;
- Lead all investigations of bullying which are about ethnic or religious background or sexuality.

The Heads of Year, overseen by the Deputy Head (Pastoral) will:

- Be responsible for liaising with the Deputy Head (Pastoral) over all incidents involving students from their year;
- Investigate reported or witnessed incidents of bullying in their year group;

- Collaborate with each other when an incident occurs across years and decide who will take the lead on dealing with the bullying;
- Have an awareness of LAET's procedure and deal with any incidents that are reported;
- Be involved in any agreed strategy to achieve a solution.

All incidents of bullying must be recorded on the online reporting system (MyConcern), which serves as a central and secure record.

## 5 Reporting

The Deputy Head (Pastoral) will report termly to the Headteacher and Governing Body on the number of bullying incidents with a breakdown of the categories and groups of victims and perpetrators.

## 6 Monitoring and Review

	<b>Name</b>	<b>Signature</b>	<b>Date</b>	<b>Role</b>
Written	Johnny Clark		20.08.17	(Deputy Head, Pastoral)
Ratified	Jan Balon		22/8/17	Headteacher

## Appendix 1: School support for children and young people who are bullied



Department  
for Education

# School support for children and young people who are bullied

## Who is this factsheet for?

This fact sheet is for all school staff and will be of particular interest to those who provide pastoral support.

It provides advice and information about support for children whose social, mental or emotional health is affected by bullying including cyber-bullying.

## Vulnerable Pupils

1. Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. The Department for Education have produced advice on preventing and tackling bullying which includes what constitutes bullying.
2. Some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs or disabilities. Others may be particularly vulnerable because they are going through a personal or family crisis, or suffering from a health problem. Children in care that are frequently on the move may be vulnerable because they are always the newcomer. Those with caring responsibilities may be vulnerable because they are socially isolated. These vulnerable young people may also be at risk of turning to social media for consolation or to get their own back by cyberbullying. Therefore counselling and education on e-safety can help.
3. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.
4. There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur.
5. The impact of bullying can be severe because of the nature and extent of the

bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.

## **Addressing the needs of pupils who are bullied**

6. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

### **Where bullying has a severe impact**

7. In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, mental or emotional health difficulties. Schools should ensure they make appropriate provision for a child's short term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN.

8. In July 2012 the cross Government [\*No Health Without Mental Health: Implementation Framework\*](#) was published. It describes the role that both schools and local authorities should play in supporting children and young people's mental health and wellbeing.

### **Special Educational Needs (SEN) Code of Practice**

9. While bullied children will not be routinely considered as requiring SEN support, schools and local authorities should provide support in a proportionate and tailored way to meet individual needs. The new [\*SEND code of practice: 0 to 25 years\*](#) considers that developing a graduated response to the varying levels of SEN among children and young people is the best way to offer support, and this can include the needs of bullied children.

### **Separate On Site Provision**

10. Schools should do all they can to ensure bullied children continue to attend school. In addition to the examples of support listed above, this could include using separate on-site provision that provides respite for bullied pupils, whilst maintaining their educational progression. It is important that this support goes hand-in-hand with

measures to tackle the bullying so that bullied children feel safe at school, and on their way to and from school.

11. Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. It also fails to address the causes of the problem and can send the wrong message that victims of bullying are unwelcome. Schools should respond sensitively where an absence arises as a result of bullying but, in most cases, it may not be necessary or helpful to remove a bullied child from school.

### **Alternative Provision**

12. In extreme cases, where the effects of bullying are so severe that it is not possible to reintegrate a child back into their school, then other arrangements must be made for the pupil to continue their education. In the first instance this may involve the transfer of the child to another mainstream school. Where a child has developed complex needs as a result of bullying, which cannot be met in mainstream education, then alternative provision may need to be arranged.

13. Local authorities must make other arrangements for children of compulsory school age who, for any reason, would not otherwise receive suitable education. Suitable education is defined as efficient education suitable to a child's age, ability and aptitude and to any special educational needs the child may have. This education must be fulltime, unless this would not be in a child's best interests because of health needs. In these circumstances the education should be as close to fulltime as the child's needs allow and kept under review.

14. Separate [statutory guidance on the use of alternative provision](#), issued in January 2013 sets out that parents, pupils and other professionals should be involved in decisions about the use of alternative provision. It also states that there should be clear objectives and arrangements for monitoring progress.

15. Alternative provision should have a rigorous focus on supporting children to continue their education whilst meeting their individual needs, including social, emotional and health needs. In the majority of cases the aim of alternative provision should be to support reintegration back into mainstream education, working closely with pupils and their parents to agree a plan and timetable for return.

### **Useful Resources**

16. [MindEd](#) is a free online training tool for adults that will be available to schools from Spring 2014. It can be used to help school staff learn more about children and adolescent's mental health problems. It will provide simple, clear guidance on mental health and include information on identifying, understanding and supporting children who are bullied.

17. The following organisations provide support for schools and parents dealing with specific bullying issues and the social, mental or emotional affects caused by bullying.

[Kidscape](#)

[The Diana Award](#)

[NSPCC](#)

[Young Minds](#)

[The Anti-Bullying Alliance](#)

[Childline](#)

[Family Lives](#)