

Lightcliffe Academy Policies & Procedures

Anti-Bullying Policy

Approved on	24 th September 2025
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Approved by	Local Governing Board
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Last reviewed on	24 September 2024
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Next review due	24 September 2026
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Lightcliffe Academy Anti-Bullying Policy

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents.

It also takes into account the DfE statutory guidance 'Keeping Children Safe in Education, 2025.'

The school has read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

1) Policy Objectives

This policy outlines what Lightcliffe Academy will do to prevent and tackle all forms of bullying.

We are committed to developing an anti-bullying culture where the bullying of students and staff is not tolerated in any form.

2) Links with Other Academy Policies and Practices

This policy links with a number of other academy policies, practices and action plans including:

- Behaviour Policy
- Exclusions Policy
- Complaints Policy
- Safeguarding Policy
- Attendance Policy
- Inclusion Policy
- Health Safety Policy
- Equality Policy
- RSE Policy

3) Links to Legislation

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

The Education Inspection Act 2006, 2011

The Equality Act 2010

Children Act 1989

Protection from Harassment Act 1997

The Malicious Communications Act 1988

Public Order Act 1986

Article 12 UN Convention on the Rights of the Child 1989

4) Responsibilities

It is the responsibility of:

The Head of School to communicate 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.

Academy 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/carers to support their children and work in partnership with the school.

Pupils to abide by the policy.

All members of the school community to speak out when they are aware that bullying is occurring.

5) Definition of Bullying

- Bullying is "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 can include but is not limited to: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include but is not limited to: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending degrading photos or videos.
- Bullying can be a form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

6) Forms of Bullying Covered by this Policy

Bullying of young carers, children in care or otherwise related to home circumstances

Sexist and transphobic bullying

Sexual harassment

Bullying via technology, known as online or cyberbullying

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (e.g. homophobic bullying)

7) School Ethos

The Lightcliffe Academy school community recognises that 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, disciplined environment, where pupils are able to learn and fulfil their potential. The Lightcliffe Academy 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; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.

Has a character curriculum that is based on the academy's SHARED values of Service, Health & Happiness, Ambition, Resilience, Equity and Dignity. This curriculum supports the holistic development of our pupils.

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 academy to uphold the anti-bullying policy.

Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.

Seeks to learn from good anti-bullying practice elsewhere.

Utilises support from other relevant organisations when appropriate.

8) Indicators

A child may indicate by signs or behaviour that he or she is being bullied. All staff who notice or are advised by parents should investigate if a child shows any of the following:

Physical Signs:

- a. Injuries: unexplained injuries such as cuts or bruises.
- b. Illness: regularly feels ill in the morning
- c. Anxiety: is frightened of walking to or from the academy or getting the bus and begs to be driven to school, becomes withdrawn anxious or lacking in confidence, cries themselves to sleep at night or has nightmares, asks for money or starts stealing money
- d. Appearance: comes home with clothes torn or books damaged, has possessions which are damaged and "go missing", has dinner and other monies continually "lost"
- e. Speech: starts stammering

Emotional Signs:

- a. Avoidance: is unwilling to go to school, begins to truant
- b. Uncharacteristic Behaviour: e.g. becomes aggressive, disruptive or unreasonable, stops eating
- c. Attention Seeking
- d. Reluctance to discuss: is frightened to say what's wrong
- e. Mood Changes
- f. Attempts or threatens suicide or runs away

Signs in School:

- a. Decline in attendance
- b. Decline in punctuality
- c. Decline in behaviour
- d. Deterioration in work standards
- e. Lingered behind: unwilling to go out at social times
- f. Changes their usual routine: travel, is afraid to use the internet or mobile phone

A child may also exhibit bullying behaviour or be accused of bullying. All staff who notice or are advised by parent/other children that bullying is taking place should investigate if a child shows any of the following:

Physical Signs:

- a. Aggression
- b. Picking on other students (often more vulnerable)
- c. Robust behaviour
- d. Has additional money and possessions

Emotional Signs:

- a. Abusive language
- b. Loss of temper
- c. Domination/manipulative behaviour
- d. Intolerant of others
- e. Disrespectful ^{prevents} others
- f. Unwilling ^{prevents} share/include
- g. Lack of genuine friendship

School Signs:

- a. Disruptive behaviour
- b. Gang and 'pack mentality' type behaviour
- c. Safeguarding received by members of school community
- d. Unpopular/false popularity

It is important to note that these signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

9) Responding to Bullying

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

- 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 school 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.
- A member of the pastoral team will interview all parties involved.
- A clear and precise account of the incident will be recorded by the investigating staff member in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The designated safeguarding lead will be informed of all substantiated bullying incidents through their recording on CPOMS.
- The academy will inform other staff members and parents/carers, where appropriate.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented.
- If necessary, other agencies may be consulted or involved, such as: the police or other local services including Children's Social Care.
- Where the bullying takes place off academy premises or outside of normal school hours (including cyberbullying), the academy will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the behaviour policy.

Students suspected or reported of bullying will be placed in our internal exclusion room (The Hub) whilst investigations of bullying are carried out. This also gives the suspect of bullying incidents an opportunity to make an account of bullying claims. Where necessary, written statements will be taken from individuals involved to further substantiate any incidents of bullying.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- 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 academy computer systems;
 - identifying and interviewing possible witnesses;
 - contacting 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:
 - Supporting 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 pupils' electronic devices, such as mobile phones, in accordance with the law. (The DfE 'Searching, Screening and Confiscation at school January 2022' and Childnet Cyberbullying guidance will be used to ensure that the schools powers are used proportionately and lawfully)
 - 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 school 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, where necessary.
- 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.

Supporting Students

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their Head of Year, a designated safeguarding lead, or a member of staff of their choice.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff or 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's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Students who have perpetrated the bullying will be helped by:

- 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 service provider.
- Sanctioning, in line with school behaviour policy; this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusion.
- 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's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

Supporting Adults

Lightcliffe Academy takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of staff and parents, whether by students, parents or other staff members, is also unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Head of School.
- Where the bullying takes place off academy premises or outside of normal school hours (including online), the academy will still investigate the concern and ensure that appropriate action is taken in accordance with the academy's behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Head of School to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the academy's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

10) Preventing Bullying

Environment

The whole Lightcliffe 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 (child-on-child abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Embrace a character curriculum that is based on the academy's SHARED values of Service, Health & Happiness, Ambition, Resilience, Equity and Dignity. This curriculum supports the holistic development of our pupils into young people who do not bully 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.

Utilising SHARED Character opportunities such as form time and assemblies, to regularly inform students about bullying and the impact it has on victims, as well as how students can support each other and identify potential incidents of bullying.

Policy and Support

The whole Lightcliffe Academy community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to take into account 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 school policies, for any bullying brought to the academy's attention, which involves or affects pupils, even when they are not on academy 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.

Education and Training

Lightcliffe 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 academy'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, assemblies, peer support, the school/student council, etc.
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

11) Involvement of Students

We will:

- Involve students in policy writing and decision making, to ensure that they understand the academy's approach and are clear about the part they have to play to prevent bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- 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 school 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 in order to address the problems they have.

12) Involvement and Liaison Other Parents/Carers

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the academy 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.
- 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.

13) Monitoring and Review: Putting Policy into Practice

- Lightcliffe Academy will ensure that they regularly monitor and evaluate mechanisms to ensure that this policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Head of School will be informed of bullying concerns, as appropriate.
- The named Governor for safeguarding will report on a regular basis to the governing body on incidents of bullying, including outcomes.

14) 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

Kooth: <https://www.kooth.com/>

Open Minds Calderdale: <http://www.openmindscalderdale.org.uk/>

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

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: [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262311/SEND_Code_of_Practice_January_2015.pdf)

Cyberbullying

Childnet International: www.childnet.com

Digizen: www.digizen.org

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

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

Barnardos 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

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/EVAW-Coalition-Schools-Guide.pdf

Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

DFE Guidance on Sexual violence and sexual harassment between children in schools and colleges:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf