



Leigh Academy
MINSTER

Anti Bullying Policy 2025-26

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Our Vision Statement:

We believe that every learner is entitled to a high quality, varied and personalised education; delivered through a broad and balanced curriculum that provides challenge, irrespective of need, starting point or background. Our commitment to maximising the potential of every child; teaching them the skills they need to be successful and nurturing a desire to be a lifelong learner, will prepare them for whichever career path they choose to follow. At Leigh Academy Minster we inspire our learners to be responsible for their own learning, to be independent and have ambitions to develop themselves and enhance their community.

Our Academy community works collaboratively to achieve success and develop its own unique character. Our belief in 'human scale' education, delivered through a small school college model, means every one of our students is known and valued. Strong pastoral care is at the heart of our academy and we place great importance on building strong partnerships with parents and carers.

Our inclusive community has ambition, drive and responsibility. We embrace a high challenge, high support culture and seek positive collaboration with others. At Leigh Academy Minster our community allows ambition to take flight.

Our Mission:

'Leigh Academy Minster - Where ambition takes flight'

Our Values:

Ambition - Striving for Excellence

We encourage individuals to set high aspirations, push boundaries, and pursue their goals with determination. Ambition fuels innovation and fosters a culture of excellence, empowering individuals to reach new heights and make meaningful contributions.

Character - Integrity and Authenticity

Character is the foundation of our identity, built on the principles of integrity, honesty, and authenticity. We believe in the importance of maintaining strong moral and ethical values in all interactions. Our commitment to character ensures a culture of trust, respect, and transparency, fostering meaningful connections and genuine relationships within our community.

Achievement - Continuous Learning and Innovation

We celebrate achievement as a result of continuous learning and innovation. We value the pursuit of knowledge and the willingness to adapt and evolve. Through a commitment to excellence, we recognise and reward accomplishments that contribute to personal and collective growth. Achievement is not just a destination but a journey of exploration, curiosity, and improvement.

Responsibility - Accountability and Guardianship

Responsibility is at the core of our values, emphasising accountability and guardianship. We believe in taking ownership of our actions, decisions, and their consequences. As responsible members of our community, we

are committed to environmental and social stewardship, making choices that positively impact our surroundings and the well-being of others.

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’. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

This policy outlines what Leigh Academy Minster will do to prevent and tackle all forms of bullying. Leigh Academy Minster 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 confident, caring citizens who display good manners and will report any form of bullying, harassment or discriminatory behaviour as they proceed into adulthood.

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

Leigh Academy Minster 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 well being 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 Academy 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 Leigh Academies Trust, the Local Authority and other relevant organisations when appropriate.

It is also the responsibility of:

- The Principal, 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.
- 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/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 child on child 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,
- **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, derogatory terms
- 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), insults or using derogatory terms
- The distribution of deep fakes (an image or voice note of a person saying or doing something they did not say or do)

Single, one-off incidents are not usually bullying, but still must be reported to social media sites and the Academy if necessary

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, Small School College team, 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 your best not to show that you are upset. Bullies thrive off a reaction/fear.
- Stay with a group of friends or people you trust.
- 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 and 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 that they perceive as bullying. 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 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 there will be consequences and support for bullies.

If you feel you cannot tell a teacher or a member of staff you can email: stop@minster.latrust.org.uk

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 alongside the child's College team.
- 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 appropriate member of the child's College team alongside the Small School Leadership Team 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 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.
- Where the bullying of or by students takes place off the Academy site or outside of normal school hours (including cyberbullying), the Academy 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

The duty of care and responsibility for the conduct of a child remains with a parent/carer in relation to any online activities. Parents/carers must remain vigilant and should monitor their child's use of social media and the internet.

As a reminder there are age restrictions on all platforms, these are as follows;

Platform	Age restriction
Twitter	Minimum Age 13
Facebook	Minimum Age 13
Instagram	Minimum Age 13
Snapchat	Minimum Age 13
Reddit	Minimum Age 13

Platform	Age restriction
Pinterest	Minimum Age 13
Linkedin	Minimum Age 13
Tiktok	Minimum Age 13
Youtube	13+ with parents permission
Whatsapp	16
Xbox Live and/or Playstation network	Parents must set up an account for a child under 13

This list is not exhaustive and parents/carers must be mindful that new apps are being developed all of the time.

When a parent is aware that their child may have experienced unkind or inappropriate verbal messages/or images they should respond as follows;

- Monitor the use of their child's phone or tablet
- Block the other persons number/removing people from contact lists
- Report the concern to the appropriate platform
- Keep any evidence (screenshots) of the bullying activity to assist any investigation.
- If a criminal offence has been committed inform the police
- Inform the Academy if necessary, this would usually be in relation to a Safeguarding concern or a threat of harm to a child.

If there were a number of incidents that the Academy constitute as cyberbullying the Academy will consider its response, which may include some or all of the following:

- 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.
- Identify the person responsible if an Academy Chromebook has been used This will include:
 - Looking at use of the school systems;
 - Identifying and interviewing possible witnesses;
 - Contact the service provider and the police, if necessary.
- Work with individuals to prevent the incident from spreading by confiscating and searching student electronic devices, such as mobile phones, in accordance with the Academy searching and confiscation policy.
- Requesting the deletion of locally-held content and content posted online if they contravene the Academy 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 and Social services 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.

If an Academy chromebook is used or if any content is sent from an Academy email address, consequences will be applied as outlined in the Academy Behaviour Policy.

6.5 Monitoring of Academy Chromebooks (Smoothwall)

As an Academy we work in partnership with Smoothwall to ensure that all school accounts and devices whether inside or outside of school are appropriately monitored. Smoothwall is a real-time, digital monitoring solution that flags incidents as they happen. Monitoring both keystrokes and screen views, safeguarding staff are informed, through a variety of means, when users try to view or type any content that could be harmful, as well as protecting all users from risks of online bullying, and pupils who may be at risk of wellbeing or safeguarding concerns.

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 and be in line with the Academy's Behaviour Policy and Attitudes to Learning ladder.

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
- Signing of non conflict agreements
- Involvement of parents/carers (essential at an early stage for serious incidents)
- Weekly or daily reports
- Interviews with a member of the Small School Leadership team
- Loss of privileges
- Placed in the Curriculum support room
- Support of local PCSO
- A Fixed Term Suspension or Permanent Exclusion from the Academy and in extremely serious cases, the involvement of the police may be sought

8. Supporting Students

The Academy will ensure that it supports students in the following ways:

8.1 Victims of Bullying:

- Reassuring the student 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, 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, or other protected characteristics 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.

- 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 PSHE programme, assemblies, peer support, the Academy student council.
- 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 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 Academy has a zero tolerance approach to 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 Academy 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 Academy gates that give rise to bullying.
- Ensure that parents/carers work with the Academy 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.

11. Monitor 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 Academy's action planning. The Principal/Deputy Principal will be informed of bullying concerns, as appropriate.
- The named Governor will report on a regular basis to the governing body on incidents of bullying, including outcomes.

12. 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