



BULLYING PREVENTION POLICY FOR LEIGHTON ACADEMY

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| Policy lead: | Samantha Thompson |
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Leighton Academy is part of The Learning Partnership.

BULLYING PREVENTION POLICY

Introduction

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

At Leighton Academy, we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere free from oppression and abuse. The vast majority of the pupils at Leighton Academy conduct themselves very well, are well mannered and well behaved. There are occasions, however, when certain children's behaviour can be described as bullying. This policy describes our interpretation of bullying behaviour and sets out the expectations we have of our pupils and the methods we employ to modify behaviour if children are considered to be a bully. Our aim is to always reward good positive behaviour and to show zero tolerance of bullying as defined below. We feel however that in each case of bullying it is the behaviour and not the child that meets with our disapproval.

Equality Act 2010

Leighton Academy strives to meet the aims of the above policy in all respects and adopt a consistent approach to all forms of bullying. The school aims to consistently eliminate discrimination, including discrimination on the grounds of sexual orientation, advance equality of opportunity and foster good relations.

The school will actively seek to protect the nine characteristics identified in the above Act through a range of approaches. These characteristics are:

- Age
- Marriage and civil partnership
- Disability
- Gender
- Gender reassignment
- Pregnancy and maternity
- Race including colour, nationality, ethnic or national origin
- Religion or belief
- Sex
- Sexual orientation

Definition:

The staff and Local Governing Body of Leighton Academy accept the definition of bullying as:

Harmful behaviour/degrading treatment which is:

- deliberate
- repeated

- a manifestation of a repressive relationship; an abuse or imbalance of power and strength

Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property.

Bullying is not: a conflict, an argument or a fight. Some forms of bullying are illegal and should be reported to the police:

- Violence or assault
- Theft
- Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages
- Hate crimes

A homophobic hate crime is:

- “Any criminal offence which is perceived, by the victim or any other person, to be motivated by a hostility or prejudice based on a person’s sexual orientation or perceived sexual orientation.”

A transphobic hate crime is:

- “Any criminal offence which is perceived, by the victim or any other person, to be motivated by a hostility or prejudice against a person who is transgender or perceived to be transgender.”

Bullying prevention Throughout the Curriculum

Bullying prevention education is explicitly embedded within the school’s curriculum through the combined use of the Kapow Primary scheme of work and the No Outsiders programme, both of which provide a sequenced, progressive and statutory-compliant framework for teaching respect, inclusion and positive relationships. The curriculum is written in line with the following documents:

- *Relationships Education, Relationships and Sex Education (RSE)*
- *Health Education statutory guidance (DfE, 2019)*
- *Keeping Children Safe in Education (2025)*
- *The Equality Act 2010*

Kapow equips pupils with the knowledge and skills to recognise, understand and challenge bullying in all its forms, including online, prejudice-based and relational bullying. Pupils are taught empathy, resilience and strategies for seeking support, with key themes revisited regularly to ensure depth of understanding and progression across all year groups.

The ‘No Outsiders’ programme complements this by explicitly promoting diversity and equality through age-appropriate texts and structured discussions, enabling pupils to explore difference, challenge stereotypes and understand the unacceptability of discrimination or prejudice.

Together, these approaches support pupils' spiritual, moral, social and cultural (SMSC) development, reinforce the school's wider safeguarding duties, and reflect Ofsted's *Education Inspection Framework* expectations that schools demonstrate how the curriculum prepares pupils to recognise and respond to bullying, prejudice and discrimination.

By adopting both Kapow and No Outsiders, the school ensures that bullying prevention education is delivered in a consistent, inclusive and evidence-based manner, fostering a culture of respect and safety where all pupils feel valued and supported.

ii) Process for dealing with potential bullying:

When dealing with a suspected case of bullying [whether raised by staff, victim[s], their friend[s] or parents], staff at Leighton Academy follow a specific bullying prevention process.

The process ensures that:

- suspected bullying is never ignored.
- premature assumptions are not made.
- all accounts are listened to carefully – several pupils with the same version does not mean they are telling the truth.
- a problem-solving, solution-focused approach is adopted that moves pupils forward from self-justification.
- proven cases are followed up to check bullying has not returned.
- detailed records are kept.

Form 1 screening

Form 1 will be completed for all suspected cases of bullying. The member of staff will then make the decision whether this needs reporting to the bullying prevention team to act upon as a case of bullying or file in the bullying prevention file kept with a member of the bullying prevention team.

Form 2

Form 2 will be completed following a discussion with the victim – including asking them who was not involved but saw the incident. From these children, some will be chosen to help and support. Evidence shows it is more effective if the child identifies who is involved– adults may see children differently. A date will be set to follow this up and feedback to parents/pupils.

Form 3

Form 3 will be completed following a discussion with the bully[ies] on the same day. This conversation will be very solution focused – what are you going to do to help? A date will be set to follow this up and see how it is going for the victim. If there are a group of bullies **form 4** will be used also.

Form 5 and Form 6

The bullying prevention team will have follow up conversation to check how things are going for the victim[s] and discuss further actions as/if needed. A decision will be made about next steps based on whether the bullying has stopped, decreased, remained the same, increased.

Parents may not be informed unless positive changes are not being made.

NOTE: We will also follow the bullying prevention process for bullying targeted at specific groups.

Bullying Directed Towards Race, Gender, Sexual Orientation or Disability:

Leighton Academy will not tolerate bullying against anyone because of his or her race or ethnicity, religion or belief, culture or family background, gender, sexual orientation (homophobia or biphobic bullying), gender identity (transgender bullying), special educational needs or disability, appearance or health conditions, home or personal situations.

The staff at Leighton Academy will consistently recognise and challenge homophobia, biphobia and transphobia. All staff will strive to promote and celebrate diversity across the whole school, fostering good relations (The Equality Act 2010).

The safety, welfare and well-being of all pupils and staff is a key priority. We actively promote values of respect and equality and work to ensure difference and diversity is celebrated across the whole school community. Pupils will be enabled to become responsible citizens and to prepare for life in 21st Century Britain.

Derogatory or offensive language of any kind will not be tolerated.

Leighton Academy will eliminate unlawful discrimination, harassment and victimisation.

The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Racial bullying will not be tolerated in Leighton Academy and such instances will be treated severely.

A full investigation following the bullying prevention process will be carried out, recording incident on the relevant forms detailed above and reported to the governing board. The school has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PD and Citizenship lessons and in Religious Education lessons. We guarantee confidentiality and support for those bullied.

Sexual bullying has an impact on both genders. A sexual assault may lead to the exclusion of the perpetrator from school. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty,

inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment).

Leighton Academy strategies to deal with sexual bullying include:

- Following the bullying prevention process.
- Developing understanding of gender relations through PD
- Exploring sexism and sexual bullying in PD lessons.
- Using single-sex groups to discuss sensitive issues where necessary.
- Ensuring the school site is well supervised, especially in areas where children might be vulnerable.
- Implement appropriate discipline procedures as appropriate.

Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with such bullying include:

- Recording incidents.
- Awareness by staff that homophobic bullying can occur
- Challenging homophobic language and explore pupils' understanding - they might not understand the impact.
- Guaranteeing confidentiality and support for those being bullied.
- Implement discipline procedures if the bullying warrants it.
- LGBT lessons to educate children.

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability. Leighton Academy makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character e.g. boys playing football poorly should not be told they play like girls. We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'no' or to get help. If the bullying is serious, the school will undertake a full investigation, and use the forms identified above. High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

In conclusion, at Leighton Academy, we take bullying very seriously and are committed to creating a safe, respectful and inclusive community for all. Through the Kapow Personal Development curriculum and the No Outsiders scheme of work, alongside our own robust bullying prevention procedures, we teach children to recognise, challenge and prevent bullying in all its forms. Together, these approaches ensure that pupils learn the values of respect, kindness and equality, helping us to build a positive school culture where everyone feels valued and supported. Together, we work to prevent bullying and to tackle the cases of bullying effectively. The former is crucial but also the latter is important, as no prevention efforts will make bullying disappear once

and for all; we need to have tools that can be utilised when a case of bullying comes to light.