



London Academy Anti-Bullying Policy

Last reviewed: September 2025

Policy

We are committed to providing a caring, safe and stimulating environment in which students can enjoy learning and achieve success. **Bullying stops this happening, so bullying will not be tolerated.** It is the responsibility of all students, parents/carers and staff to work together to prevent it happening, however, as bullying is often hidden, we must be alert at all times and follow the correct procedures. **To ignore it is to condone it.** Bullying runs counter to the agreed Mission, Aims and Values of London Academy.

DEFINITION:

Bullying is the persistent and deliberate attempt to hurt or humiliate another person.

- It is hurtful and damaging behaviour
- It is repeated over time
- It is characterised by an imbalance of power; those being bullied are unable to defend themselves

It takes many forms.

Physical:	<i>pushing, hitting, taking belongings, etc.</i>
Verbal:	<i>name-calling, insults, spreading rumours, etc.</i>
Indirect:	<i>excluding individuals from groups, family feuds brought into the Academy, victimising, body language, graffiti, etc.</i>
Sexual:	<i>unwanted physical contact and comments about sexuality or sexual orientation, etc.</i>
Racial:	<i>Insulting or derogatory comments about race and culture, etc.</i>
Cyber	<i>use of email, social networking sites, mobile phone messaging etc, to make malicious comments or broadcast hurtful images. (Appendix 1, 2 and 3).</i>

There may sometimes be a misunderstanding about the term “bullying”.

One-off incidents, although they may be very serious and must always be dealt with; do not necessarily fall within the definition of bullying.

The lives of students who are bullied are made miserable; they may suffer injury, they may attend erratically, they may lose self confidence and they are likely to underachieve in many areas and lose trust in people. Many of the outward signs of bullying can be the same as other indicators of abuse such as

- Non accidental injuries (including self abuse)
- Low self esteem unhappiness fear, distress or anxiety.

Unchecked, bullying becomes normalised behaviour, implicitly accepted within the school community. It is not unknown for victims to become bullies of younger or more vulnerable students than themselves. Bullying can, and frequently does, have long term effects on victims which may affect their adult lives.

Roles and Responsibilities

The Principal is ultimately responsible for the well being of all students and staff at the Academy. The Principal is responsible for monitoring that procedures are in place to make sure that everyone is aware of this policy, and is aware of the issues associated with bullying.

A **Senior Member of Staff**, has designated responsibility to oversee the implementation of this policy. The role includes

- Ensuring all staff are aware of the contents of the ‘anti bullying policy’ and follow its procedures.
- Liaising with appropriate staff to ensure the implementation of whole school initiatives concerning bullying, e.g. Anti-Bullying Week.
- Ensuring the Heads of Student Learning support, record and monitor students involved in bullying and keep the parents / carers informed.
- Liaising with outside agencies if necessary.
- Where necessary giving reports to Governors at the Curriculum and Standards Committee as appropriate.

Staff have the following responsibilities;

- Staff should be alert to any potential incidence of bullying and intervene when instances are noticed.
- All incidents of misbehaviour should be first addressed by the teacher involved. They can be dealt with effectively by reference to our mission statement, values and academy codes of conduct, placed in each classroom.
- All incidents that might constitute bullying should be referred to the relevant Head of Student Learning. After full communication with the Form Tutor, Head of Student Learning and the relevant Deputy Principal for the year group, a course of action will be decided.

- It is important that the Head of Student Learning clarifies the facts through a full investigation. Statements must be taken from all parties and witnesses. Further evidence such as emails, text messages or extracts from social networking sites should be collected.
- The relevant Deputy Principal having clarified all the facts will inform parents / carers of the conclusions of the investigation and any actions that need to be taken.

Students have the following responsibilities:

- Ensuring that previous victims of bullying are not isolated from groups of friends.
- Making it clear to the bully that their actions are disapproved of.
- Informing a member of staff that bullying is happening.
- Encouraging the victim to join in activities and groups.
- Discussion and consideration of bullying issues in lessons, DEAR, etc.

Bullying is seen as a High Level Incident at the Academy and, following appropriate investigation and consideration of the circumstances and history, support strategies and sanctions as outlined in the Academy's Behaviour for Learning Policy can be applied

Student Care, Support and Guidance Team.

The Academy has five highly qualified staff, including three social workers, and two senior managers, with a wealth of experience and knowledge in this area. They spend time with victims or perpetrators of bullying as well as interacting with their families. The team advises and supports the Academy's families, and tries to understand and resolve some of the complex relationships that exist in these situations. Methods used include 1:1 intensive support, small group therapy, programmes on self-esteem, anger management, emotional literacy and understanding relationships. Students can be referred by members of staff or students can self-refer. We also have an onsite police officer who advises staff and students on how to keep themselves safe. He also advises on legal aspects of those forms of bullying which might constitute a criminal offence.

ACADEMY'S SUPPORT STRATEGIES FOR INCIDENTS OF BULLYING.

Restorative Justice

The Academy runs a Restorative Justice scheme, and a number of key staff are trained facilitators. The Head of Student Learning should discuss any case of bullying with the Deputy Principal and arrange for a Restorative Justice facilitator to instigate a meeting between all of the affected parties, thus allowing those affected to bring about a resolution to the problem. (*Appendix 4 and 5*).

Peer Mentoring

London Academy operates a peer mentoring programme. The programme is a formal way in which trained 6th form students can use their listening and friendship skills to support other Academy pupils. Peer mentors serve as role models for other students who need encouragement to tackle bullying, resolve conflicts and other issues they find challenging. Referrals to the programme are made by staff or the student can self refer.

Counselling

If it is felt that a student will benefit from some therapeutic support then the student support team will organise in house counselling. They will make a referral to CAMHS or to other counselling services in the borough if necessary.

Parents / Carer workshops.

Our parent/ carers association, FOLA, organise evening workshops covering topics such as cyber bullying to help parents and carers support their children in recognising examples of possible bullying. The student Care Support and Guidance team also organise coffee mornings for parents and carers which discuss a wide range of issues including anti-bullying.

Students Advice

**Key Safety Advice
For Children & Young People**

1. Always respect others – be careful what you say online and what images you send.
2. Think before you send – whatever you send can be made public very quickly and could stay online forever.
3. Only give your mobile number or personal website address to trusted friends.
4. Block the bully – learn how to block or report someone who is behaving badly.
5. Don't retaliate or reply!
6. Save the evidence – learn how to keep records of offending messages, pictures or online conversations.
7. Make sure you tell:
An adult you trust, or call a helpline like ChildLine on 0800 1111 in confidence. The child exploitation and online protection centre or <http://ceop.police.uk/>
 - CEOP also has good information to help you.
 - The provider of the service; check the service provider's website to see where to report incidents;
 - Your school – your Tutor or your Head of Student learning can help you.

Finally, don't just stand there – if you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

Parental advice

**Key Safety Advice
For Parents & Carers**

1. Be aware, your child may as likely cyber-bully as be a target of cyber-bullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
2. Talk with your children and understand the ways in which they are using the internet and their mobile phone.
3. Use the tools on the service and turn on in-built internet safety features.
4. Remind your child not to retaliate.
5. Keep the evidence of offending emails, text messages or online conversations.
6. Report cyber-bullying:
 - Contact your child's school if it involves another student, so that they can take appropriate action.
 - Contact the service provider. The child exploitation and online protection centre or <http://ceop.police.uk/> has very good advice.
 - If the cyber-bullying is a potential criminal offence, you should consider contacting the police.

Table of how technology can be used.

The table below explores the range of ways today's technology can be used		
Technology	Great for:	Examples of misuse:
Mobile Phone	Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for allowing children a greater sense of independence.	Sending nasty calls or text messages, including threats, intimidation, and harassment. Taking and sharing humiliating and/or inappropriate images. Videoing other people being harassed and sending these to other phones or internet sites.
Instant Messenger (IM)	Text or voice chatting live with friends online. A quick and effective way of keeping in touch even while working on other things	Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contacts list.
Chat rooms & Message Boards	Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person.	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences – people pretending to be someone they're not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.
Emails	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world	Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses. Accessing someone else's account, e.g. to forward personal emails or delete emails.
Webcams	Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing.	Making and sending inappropriate content. Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people
Social Network Sites	Socialising with your friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages and profiles, creating and uploading content.	Posting nasty comments, humiliating images/video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.
Video hosting sites	Accessing useful educational, entertaining and original creative video content and uploading your own.	Posting embarrassing, humiliating film of someone
Virtual Learning Environment	School site, usually available from home and school, set up for tracking and recording student assignments, tests and activities, with message boards, chat and IM	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete schoolwork.

Gaming sites Consoles & Virtual worlds	Live text or voice chat during online gaming locally or worldwide. Virtual world creations.	Name-calling, making abusive/derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters.
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Restorative Justice - A guide for Students

Restorative Justice (RJ) is an approach used in the Academy to help you resolve disputes. These disputes could be with other students, teachers, parents.

The types of problems that can be dealt with by a RJ meeting include:

Bullying, name calling, assault, harassment, truancy, theft, inter-student conflict, student teacher conflict, student parent conflict

A RJ meeting will be suggested as a way of helping you work through disputes. You may ask for a RJ yourself, in which case, speak to your Head of Student Learning and they will arrange a meeting.

The facilitator will remain neutral and will ensure the smooth running of the meeting.

4 key questions are asked:

- What happened?
- How did you feel at the time?
- Who has been affected by the incident?
- What do you need from the other person to put things right?

An agreement is either, verbally agreed, or a written contract is signed.

The facilitator will check with everyone in the future to ensure the agreement/contract is working.

At the Academy we find that participating in a RJ is the most effective way of resolving disputes.

Restorative Justice - A guide for parents and carers

Restorative Justice (RJ) aims at resolving issues of conflict and victimisation affecting students' life at the Academy. This approach considers the views and wishes of all those involved in a dispute or victimising incident and attempts to resolve problems in a *calm and positive* way, putting right the harm that has been done.

Within the Academy there are trained facilitators who will organise RJ meetings.

The types of problems that can be dealt with by a RJ meeting include:
Bullying, name calling, assault, harassment, truancy, theft, inter-student conflict, student teacher conflict, student parent conflict.

The purpose of a RJ meeting is;

- To bring together, in a structured meeting, all those effected by a particular incident in the Academy and discuss it in a *calm* manner.
- To look at ways to put right the harm the incident has caused.
- To write an agreement (contract) of the actions that will be taken.
- To support all those involved in continuing their life at the Academy safely.

A RJ will involve:

- The problem will be referred to a trained facilitator who will decide whether a RJ meeting is suitable and which people will be invited to attend.
- If necessary the facilitator will meet individually with all of those directly in the incident and gather relevant information.
- The meeting is structured and there is a clear format so that it is fair and balanced.
- The facilitator remains neutral but runs the meeting.
- Everyone will be asked in turn their thoughts and feelings about the incident and how it has affected them.
- The person whose behaviour has caused the problem is given the opportunity to put it right.
- An agreement/contract giving details of what will be done is drawn up. Everyone present signs this and is given a copy.
- The facilitator checks with all participants at a later date to ensure the contract is carried out.

Results

- The person who has been harmed is given the chance to speak for him/herself and say how the incident has affected or harmed him/her.
- The person whose behaviour has caused the problem, sees the effect of the incident and is given the chance to put things right. It is the specific incident, which is discussed not whether a person is "good" or "bad".

RJ is generally a positive and 'healing' experience, the risk of repeating the incident is reduced.

Harm can be put right and this can not only benefit the students but the Academy and wider community.