



Leytonstone
SCHOOL

Anti-Bullying Policy

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Leytonstone School Anti-Bullying Policy

I. Policy Statement

'We are many, a family from near and far, different in race, creed, belief. We value and understand our diversity'

All pupils and staff have the right to feel happy, safe and included. Pupils and staff have the right to work in an environment without harassment, intimidation or fear. We make it explicit in our ethos and daily practice that we celebrate our diversity and foster the spirit of regard and respect for it. Harassment and bullying have no place in our community and will not be tolerated.

We recognise that learning and growth can only take place when pupils and staff have the self-confidence, well-being and security that comes from being fully valued and respected, and from experiencing equality of opportunity. We also recognise the effects that bullying can have on pupils' feelings of worth and on their school work, and the school community will actively promote an anti-bullying environment. All bullying and harassment, of any sort, is unacceptable. We acknowledge and promote roles which all of the community stakeholders play in order to eradicate these incidents:

Pupils: We teach explicitly pupils to act safely for everyone to feel safe in school as well as recognise when bullying takes place and actions that need to follow. Our pupils understand the issues relating to bullying and feel confident to seek support from school if they feel unsafe. Pupils are reminded regularly and recognise that Leytonstone School has a culture of communication and disclosure and they know who to speak to when worried about themselves or another peer.

Staff: We will strive to reduce and to eradicate, wherever possible, instances in which pupils are made to feel frightened or isolated. Staff will respond to all reports of bullying in a sensitive and swift manner, adhere to and promote the objectives of the policy. Pupils who experience bullying will be supported. While the interest of the victim will be prioritised when establishing a means to deal with the incident of bullying or harassment, we will also provide support for pupils who are accused of bullying, who may be experiencing problems of their own. The pastoral leaders: The Safeguarding Team, Anti-Bullying Coordinator, Heads of Year, PSHE Coordinator and the SLT links will continue to build on the equality and anti-bullying culture by consulting up-to-date research, relevant policies and reviewing the school data.

Parents: We also want parents/carers to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well. There is an expectation that parents inform school staff should they suspect, or know, their child is being bullied as well as help establish an anti-bullying culture outside of school.

The school is aware of its legal obligations and role within the local community supporting parents and working with the governing body and other agencies outside the school where appropriate.

2. Bullying, Cyberbullying and Harassment

i. Bullying

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This can take many forms and is often motivated by prejudice.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- ✦ There is a deliberate intention to hurt or humiliate.
- ✦ There is a power imbalance that makes it hard for the victim to defend themselves.
- ✦ It is usually persistent.

It can take many forms but the main types and examples are:

- **Physical** – hitting, kicking, taking or damaging another’s belongings, physical assault, extorting money or items of value;
- **Verbal** –insulting, name-calling, making offensive remarks, mocking, taunting, gossiping and spreading hurtful rumours, producing offensive graffiti, repeated banter type behaviour or put downs among peers;
- **Indirect** – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones.

What does cyberbullying look like?

Cyberbullying can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people.

- Inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet
- Threats, intimidation, harassment, defamation, exclusion or peer rejection on social media platforms
- Posting private or embarrassing photos online or sending them to others
- Impersonation and unauthorised publication of private information or images
- Creating fake accounts that ridicule someone
- Spreading gossip, secrets or rumours about another person that will damage someone’s reputation
- Verbally abusing other players in multiplayer online games
- Endorsement of comments posted to ridicule or shame others or reposting mocking comments

Since almost all incidents of cyberbullying occur outside school, we offer support and online safety guidance to parents/carers to upskill them on their responsibility to manage the online risks at home. We will treat cyberbullying the same way as any other forms of bullying.

ii. Harassment

Harassment may be defined as any hostile or offensive act or expression by a person against another person who interferes with the peace and security of that person, makes them fear for their safety, or reduces their quality of life.

What does harassment look like?

- Physical assault because of protected characteristics: race, culture, gender identity, sexual orientation, SEND needs or religious beliefs. This type of harassment is discrimination;
- Derogatory name-calling, insults and jokes based on one's race, culture, gender identity, sexual orientation, SEND needs or religion. This type of harassment is discrimination.
- Offensive graffiti;
- Provocative behaviour such as the wearing of racist badges or insignia;
- Bringing offensive materials such as leaflets, comics, magazines into school;
- Verbal abuse and threats;
- Incitement of others to behave in an offensive way
- Attempts to recruit other pupil to certain organisations and groups;
- Ridicule of an individual for cultural differences, e.g. food, music, dress, etc. and
- Refusal to co-operate with other pupil because of race, culture, gender identity, sexual orientation or religion.

Although bullying and harassment can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories' or even 'manipulators' and 'coercers' through their interest and interactions.

3. Where may bullying and harassment take place?

Both offences are not confined to the school premises. Bullying may also persist outside school, in the local community, on the journey to and from school and cyberbullying at all times, most predominantly at home.

4. Creating a safe and anti-bullying climate in school

'We are proud, a family, a community; we are citizens. We work hard together and we improve, and we improve every day'

We promote and celebrate positive peer relationships and stay committed to eradicate bullying from our school community. As part of this commitment, we continue to:

- a. Raise awareness about bullying and our anti-bullying policy;
- b. Teach pupils how constructively to manage their relationships with others;
- c. Increase understanding around the roles of defenders, victims, bystanders or reinforcers as well as pupils perpetrating bullying incidents. This is so that the mechanics of bullying is recognised and unethical roles avoided.

The main whole school measures used to maintain the anti-bullying climate include:

- Anti-bullying Alliance pledge posters which showcase the anti-bullying efforts and attitudes of the entire pupil body;
- We celebrate being brave to look different by observing Odd Socks Day;
- We support Anti-Bullying Week each year and work with the Anti-Bullying Alliance;
- We share our anti-bullying policy on our website;
- We hold termly assemblies on contextual safeguarding, online risks, online safety guidance and importance of disclosures;
- There is an email account where incidents can be reported by the victim or witnesses: reportit@leytonstoneschool.org;
- Our PSHRE, Pastoral and Assembly Curriculum actively teaches our young people how to manage peer relationships and recognise bullying and harassment. Please refer to Appendix I for details;
- Our whole school reward system rewards community values;
- We offer Restorative Justice, Circle of Friends, mentoring system and 'Reset' intervention for pupils who need more support;
- Pupils joining our school sign an Anti-Bullying declaration together with their parents;
- Our practice and impact is reviewed by the Anti-Bullying Coordinator in consultation with school data and research.

5. Responding to incidents when they occur:

Pupils who have been bullied should report this to their Form Tutor or Head of Year in the first instance, either in-person, via parents/friends or email: reportit@leytonstoneschool.org. Pupils who see others being bullied should report this to the Tutor, Year Head, another trusted member of staff or via the above email.

Staff who know of or were alerted to a bullying incident should report it on Sims and to the Head of Year/ Deputy Head of Year. All reports from pupils and staff will be taken seriously and will be followed up by the Pastoral Team and where necessary SLT.

Work with children who have been bullied could involve some or all of the following:

- We will provide support to pupils who are bullied.
- They will be reassured that they do not deserve to be bullied and this is not their fault.
- We will assure them that it was right to report the incident.
- We will encourage them to talk about how they feel.
- We will try to ascertain the extent of the problem.
- We will engage them in making choices about how the matter may be resolved.
- We will try to ensure that they feel safe.
- We will discuss strategies for being safe and staying safe, how to prevent reoccurrence, how the perpetrator can be blocked from the individual's sites and services
- We will ask them to report immediately any further incidents to us and discourage retaliation.
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does.
- We will involve their friends/older pupils in peer support.
- We will interview the pupil (or pupils) involved in bullying separately and sensitively. We will listen to their version of events.
- We will talk to anyone else who may have witness the bullying.
- We will discuss the incident, support and the way forward with parents of the victim and intervention or where appropriate sanction with the parents of the perpetrator.
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.

As with any form of bullying, intervention for the individuals involved will depend on the circumstances.

'When we make mistakes, we reflect, regroup and improve'

- We will establish the motivation of the perpetrator and the need for support with their own problem if identified.
- We will speak to parties involved to establish the best way forward to achieve closure, for example by a mediation, restorative justice conversation, contract between peers.
- In some cases, bullying and harassment can be criminal offences. Where appropriate, we will report these incidents to the police.
- We will externally exclude a pupil where bullying or harassment perpetrated by them is repeated or isolated but severe.

6. Responsibilities

'We take care of ourselves and each other; when things get difficult we know where to go'

Staff responsibilities

Everyone within school is expected to adhere to and to actively promote the objectives of this policy. All staff have a safeguarding duty and must intervene whenever bullying or harassment is witnessed, suspected or reported. Bullying incidents must be recorded on Sims by the member of staff who deals with the incident. Copies of all statements and incident forms should also be passed to the relevant Head of Year (HOY) to be followed up on and kept on pupil file.

Year Teams and the Safeguarding Team are the principle teams in the school that monitor behaviours of individual pupils. HOYs are expected to maintain records of all pupils within the Year Group and liaise with the Safeguarding Team and the SLT link to respond as appropriate.

In cases where harassment takes a form of discrimination, staff should also record them on CPOMS. The pupil record of discriminatory behaviour may be used to refer the pupil to the LA Prevent programme for support.

Anti-Bullying Coordinator:

The Anti-bullying Coordinator's responsibilities include:

- To ensure all staff are aware of the contents of the 'Anti-Bullying Policy' and that its procedures are adhered to through information and regular training;
- To liaise with appropriate staff to ensure the implementation of whole school initiatives to highlight aspects of bullying awareness, such as Anti-Bullying Week, whole school anti-bullying pledge;
- To ensure the implementation of assemblies to highlight aspects of bullying, continue raising awareness amongst the pupil body;
- To liaise with the PSHRE Coordinator with regards to occurrences of bullying and its types with the aim to tailor the pastoral curriculum to needs in different cohorts;
- To ensure that a relevant pastoral team monitors pupils involved in bullying and keeps the parents/carers informed;
- To monitor and review evidence of bullying incidents reported on Sims by staff, Form Tutors or Heads of Year or the reportit@leytonstoneschool.org email address;
- To discuss incidents of bullying and harassment with the Safeguarding Governing Board Link and the Local Authority.

Pupils' responsibilities

Pupils are expected to ensure they report bullying and harassment experienced or witnessed to their Form Tutor, Head of Year, the Safeguarding Team member or another trusted staff. Please see the Pupil guidance in Appendix 2 and the Pupil Safeguarding Leaflet in Appendix 4

Parental responsibilities:

We expect that the parents and carers understand the harms of bullying and follow the policy by informing school staff should they suspect, or know, their child is being bullied as well as by helping establish an anti-bullying culture outside of school. Please refer to Appendix 3.

Parents are required to:

- Support our anti-bullying policy and procedures,
- Encourage their children to be positive members of the school community,
- Discuss with their child’s teacher any concerns that their child may be experiencing bullying or involved in some other way,
- Monitor their child’s use of social media and apps at home
- Help to establish an anti-bullying culture outside of school.
- Be aware that repeated or severe bullying may result in an external exclusion.

7. Links with other policies and why

Policy	Why
<i>Behaviour Policy</i>	Rewards and sanctions
<i>Safeguarding Policy</i>	Child protection
<i>Equality and Diversity statement</i>	Prejudice related crime(homophobia, race, religion and culture and SEN/disability)
<i>PSHRE</i>	Strategies to prevent bullying and harassment

8. Useful organisations

- childline.org.uk – contains tips and resources for victims
- bullying.co.uk – help and advice for victims, parents and schools
- nspcc.org.uk – help and advice for parents and families
- www.anti-bullying.org- Anti-bullying Alliance (ABA)

Limits of the Policy

Where bullying occurs in school and on school trips, this policy will be applied. If bullying takes place out of school but there is a school connection, the school will, if it is in our power, take action. If the bullying takes place out of school and there is no school connection, this policy cannot be invoked but the school may offer support where appropriate.

The policy will be reviewed and updated annually.

Appendix I: Anti-Bullying PSHE and Assembly Curriculum

	HT1	HT2	HT3	HT4	HT5	HT6
Year 7	ASSEMBLY: Black History Month Trusted Adults	ASSEMBLIES Anti-Bullying Week: Anti-Bullying Alliance Disability and Inclusion Charity and fundraising (Whipps Cross) Peer-to-peer interactions PSHRE: Diversity, prejudice, bullying X2	ASSEMBLIES: Peer-to-peer interactionsX2 LGBTQ+ X2 Culture Day	PSHRE: Building relationships. ASSEMBLIES: Peer-to-peer interactionsX2 LGBTQ+ X2 Form time: Peer – to-peer interactions, conflict management	ASSEMBLIES: Peer-to-peer interactionsX2 LGBTQ+ X2 Religious Festivals	ASSEMBLIES: Peer-to-peer interactions Addressing racial discrimination
Year 8	ASSEMBLY: Black History Month Trusted Adults	ASSEMBLIES Anti-Bullying Week: Anti-Bullying Alliance Disability and Inclusion Peer-to-peer interactions PSHRE: Discrimination X2: Discrimination in all its forms, including: racism,	ASSEMBLIES: Peer-to-peer interactionsX2 LGBTQ+ X2 Culture Day ASSEMBLY: homophobic language	PSHRE: Identity and relationships ASSEMBLIES: Peer-to-peer interactionsX2 LGBTQ+ X2	ASSEMBLY: Peer-to-peer interactionsX2 LGBTQ+ X2 Religious Festivals	ASSEMBLIES: Peer-to-peer interactions Addressing racial discrimination

		religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia		Form time: Peer – to-peer interactions, conflict management		
Year 9	<p>ASSEMBLY: Black History Month Trusted Adults</p> <p>PSHRE: Peer influence, healthy and unhealthy friendships, assertiveness</p>	<p>ASSEMBLIES Anti-Bullying Week: Anti-Bullying Alliance Disability and Inclusion Peer-to-peer interactions</p> <p>PSHRE: Respectful relationships healthy relationships, conflict resolution, and relationship changes X2</p>	<p>ASSEMBLIES: Peer-to-peer interactionsX2 LGBTQ+ X2 Culture Day</p>	<p>ASSEMBLIES: Peer-to-peer interactionsX2 LGBTQ+ X2</p> <p>Form time: Peer – to-peer interactions, conflict management</p>	<p>ASSEMBLY: Peer-to-peer interactionsX2 LGBTQ+ X2 Religious Festivals</p>	<p>ASSEMBLIES: Peer-to-peer interactions Addressing racial discrimination</p>
Year 10	<p>ASSEMBLY: Black History Month Trusted Adults</p>	<p>ASSEMBLIES Anti-Bullying Week: Anti-Bullying Alliance Disability and Inclusion Peer-to-peer interactions</p> <p>PSHRE: Healthy relationships, Relationships and sex expectations, myths and challenges, including the impact of the media and pornography X2</p>	<p>ASSEMBLIES: Peer-to-peer interactionsX2 LGBTQ+ X2 Culture Day</p>	<p>ASSEMBLIES: Peer-to-peer interactionsX2 LGBTQ+ X2</p> <p>Form time: Peer – to-peer interactions, conflict management</p>	<p>ASSEMBLY: Peer-to-peer interactionsX2 LGBTQ+ X2 Religious Festivals</p>	<p>ASSEMBLIES: Peer-to-peer interactions Addressing racial discrimination</p>

Year 11	ASSEMBLY: Black History Month Trusted Adults	ASSEMBLIES Anti-Bullying Week: Anti-Bullying Alliance Disability and Inclusion Peer-to-peer interactions PSHRE: Communication in relationships Personal values, assertive communication (relationship challenges and abuse)	ASSEMBLIES: Peer-to-peer interactionsX2 LGBTQ+ X2 Culture Day PSHRE: Consent and intimate relationships, digital footprint	ASSEMBLIES: Peer-to-peer interactionsX2 LGBTQ+ X2 Form time: Peer – to-peer interactions, conflict management	ASSEMBLIES: Peer-to-peer interactionsX2 LGBTQ+ X2 Religious Festivals	ASSEMBLIES: Peer-to-peer interactions Addressing racial discrimination
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Appendix 2: Pupil Guidelines

What to do if you think you are or your peer is being bullied:

- Tell a staff member in school you trust or your parent/carer if you are the target of taunting, bullying, harassment or you have witnessed another pupil experiencing it;
- Tell them again if the bullying does not stop in school or if it continues outside school;
- If you feel threatened walk away;
- If you witness another peer being harassed, mocked, teased or bullied both live and online, find the strength to say 'Leave it. It is not okay'.
- Leave a group chat where participants appear to gang against another person.
- Do not endorse (like/share) negative, critical online comments.
- Ensure that your social networking sites are only accessible to your invited friends; Block people who upset you.

Appendix 3: Parent/Carer Guidelines

What to do if you think your child is being bullied:

- Watch for signs – not wanting to go to school, minor illnesses, headaches, other pointers, avoiding friends, coming home with bruises or torn clothing, possessions disappearing, becoming upset after using the internet or mobile phone;
- Monitor social media use for your child perpetrating and falling a victim of cyberbullying. You will find the parental monitoring apps useful in ensuring this responsibility, for example: Our Family Link: <https://families.google.com/familylink/> , Our Pact (<https://ourpact.com/>) or MMguardian (<https://www.mmguardian.com/uk>)
- Listen to what your child says; try to establish that the problem really is bullying and not something else;
- Learn how your child uses information and communication technology and familiarise yourself with safe practice;
- Help your child to deal with the problem by him or herself. Be tactful; Do not encourage retaliation. This rarely helps and may only make things worse for your child;
- Inform your child's Head of Year or Form Tutor.
- Refrain from attempting to contact the parent of the perpetrator. Let the school deal with the incident.