



Leigh Academy  
**Milestone**

## Anti-Bullying Policy

Updated: November 2025

Review: November 2026

Ownership: The Behaviour Team

Approved by: Sarah Goosani

## **1. Rationale**

Leigh Academy Milestone is concerned about the welfare and safety of all its pupils and creates an ethos in which pupils feel safe, secure, valued, listened to and are taken seriously. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. Whilst bullying is not seen as a significant problem, it is recognised that some bullying may occur from time to time. If an incident of bullying does occur, we believe our pupils, families and staff should feel confident in reporting it and know that all incidents will be dealt with promptly and effectively.

Bullying will never be tolerated at our school. Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following an incident to ensure that the situation has been resolved and does not repeat or escalate further.

The purpose of this policy is to inform staff, parents/carers and governors about the school's responsibilities in relation to bullying and to enable everyone to have a clear understanding of how these responsibilities should be carried out. The school has a statutory duty to draw up procedures to prevent bullying among pupils and to communicate these procedures with staff, parents / carers and pupils.

In addition, in line with the Equality Act 2010, schools must take steps to prevent and respond to discriminatory language, unlawful discrimination, harassment and victimisation.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their Behaviour Policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association

## **2. Our Definition of Bullying**

The Anti-Bullying Alliance provide a clear definition of bullying as: 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### 3. Whole School Approach

We work together to both prevent bullying and deal effectively with those incidents which occur. We are committed to providing a safe, caring and friendly environment where all pupils can learn in a relaxed atmosphere. This reflects the aims of our school.

We provide an environment that:

- Does not tolerate bullying
- Has clear lines of communication so that those who feel threatened feel that they have someone to talk to
- Encourages honesty – where pupils and staff feel secure enough to tell someone if bullying occurs
- Provides positive images to those groups most at risk
- Is a safe place for all pupils
- Has clear procedures for identifying and dealing with incidents of bullying
- Includes all partners in the anti-bullying procedures – pupils, staff, parents/carers, members of the community

### Anti-bullying – The Curriculum

The pupils at Leigh Academy Milestone have a wide-range of complex learning difficulties and associated needs. As a school we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all

pupils at Leigh Academy Milestone will recognise bullying behaviour if they experience it and / or may be unable to express or communicate their aversion to and also to respond appropriately to instances of bullying behaviours. Equally not all pupils would recognise that certain behaviours directed towards others may be undesirable or that they might be construed as bullying. We recognise that the negative consequences of experiencing bullying can last well into adulthood. It is vital that a timely and well planned response to bullying is implemented as this can have a positive effect on lessening the impact of those who experience it.

We aim to support and teach skills to increase desirable behaviours and understand what is meant by definitions of bullying and help to create an ethos of inclusivity and acceptance. This is achieved through the development of a bespoke curriculum approach taught through Personal, Social and Health Education (PSHE), Relationships and Sex Education (RSE) as well as indirectly through cross-curricular themes.

The PSHE curriculum provides knowledge, and encourages the acquisition of skills and attitudes, which will encourage pupils to deal with bullying in a responsible way.

Ways in which inclusive practice/anti bullying is reinforced:

- Active school council representation
- Through regular assemblies
- Social stories
- Through annual 'Anti-Bullying / Friendship' themed days/ weeks
- Through the Expressive Arts – drama, art, dance and music
- Through the RE curriculum
- Through the RSHE curriculum
- Through work on Citizenship
- Through work with identified groups of pupils needing specialist input such as ELSA, social skills groups, restorative approaches
- Inclusive displays throughout the school and on the website
- Positive modelling modelling and interaction supported by staff, through structured activities to support the development of play both inside and outside of the classroom environment e.g. break times
- Where appropriate, individual classes produce 'Class Rules' which focus on positive and appropriate behaviours- linked to the Pupil Promise
- All staff model positive, expected behaviour at all times
- Zones of Regulation is embedded across the school and adapted to each curriculum pathway, personalised to pupils' needs and developmental stage

#### **4. Responding to Bullying**

If bullying is suspected, witnessed or reported it will be dealt with immediately. Upon suspecting, witnessing or being told of bullying activities staff should inform the Principal or member of SLT. The Principal or member of the leadership team should deal with the incident in the following way:

- Ensure the safety and wellbeing of those involved; including physical and emotional support
- Support and reassure the pupil who has been bullied and reassure them that the bullying will be stopped, where possible, record their version of the incident.
- All instances of bullying must be recorded on Eduspot Behaviourwatch Serious Incident slip. Serious incidents of bullying must be reported to the Designated Safeguarding Lead as soon as possible, and they will then consider whether they need to involve children's services or the police. It may be that the behaviour is also criminal, in which case the police will need to advise on next steps.

- Pupils will report bullying to any member of staff, however, due to the communication and learning needs of our pupils it is important for all staff to remain vigilant and report on behalf of pupils where they are unable to do so themselves
- Parents/carers should be informed by the teacher (or lead of lesson/ activity) via telephone or face to face meeting, should parents/carers wish to report bullying, this will be reported to the Phase Lead or Phase Assistant Principal who will investigate and follow the steps below
- Every instance needs to be addressed, in line with this policy, with each learner involved taking responsibility for his/ her actions, this may involve restorative approaches, and agree to stop/change the behaviour causing concern. Some forms of bullying are illegal and should be [reported to the police](#). These include:
  1. violence or assault
  2. theft
  3. repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
  4. hate crimes
- Implement any necessary actions to prevent further incidents from occurring, including providing any ongoing support needed for all pupils
- Learners will be supported to develop e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying
- Opportunities for parents and carers to learn about online safety and how they can implement and manage this at home

## **Bullying Outside of School**

Head teachers have the legal power to make sure pupils behave outside of school premises. This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre.

School staff can also choose to report bullying to the police or local council

### **Listening to children.**

It is important that children are and feel that they are, listened to when discussing or disclosing any potential incidents of bullying:

- listen to the child
- take them seriously
- show empathy
- let the child know it's not their fault
- avoid stereotypes / unconscious bias
- reassure them they were right to tell you

Remember:

- Bullying can have a significantly negative impact on children in the short and long term
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable, report any concerns you might have
- Take prejudice-based bullying seriously and listen to children affected by it

### **5. Links with other policies this policy should be read alongside:**

- Behaviour Policy
- Safeguarding and Child Protection Policy

- RSE Policy
- Online Safety policy
- Equality and Diversity Policy
- Complaints procedure.