



MILTON ABBEY SCHOOL

Anti-Bullying Statement, Policy and Procedure	
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Policy contact:	Zoe Livingstone, DSL
Approved by:	James Watson, Headmaster

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AIM

The purpose of this policy statement is:

- to prevent bullying from happening between young people
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need and to prevent recurrences
- to provide information to all pupils, parents and staff about how the school prevents and responds to bullying

DEFINITION

There is no legal definition of bullying. For the purposes of this policy, ‘bullying’ is defined as intentional hurting of one person or group by another person or group.

It will often be repeated but this is not a necessary component of bullying behaviour, particularly where groups of people are involved. Bullying may also often involve a relationship where there is an imbalance of power.

Bullying can be physical, verbal or psychological. It can happen face-to-face or online so activities such as comments, gestures, graffiti, unwanted physical contact, violence & harassment are all covered by this policy.

Bullying may also be a form on child-on-child abuse and incidents are recorded as such in our safeguarding records.

LEGAL FRAMEWORK

This policy pays due regard to the following guidance and regulations

- [Preventing and tackling bullying. Advice for headteachers, staff and governing bodies. 2017](#)
- Keeping children safe in education 2025
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- National Minimum Standards for Boarding 2022

PREVENTING BULLYING

At Milton Abbey, we employ a number of whole school strategies to prevent bullying.

Underpinning everything at school is our school ethos, which is one of kindness. Our values, which were decided upon by pupils, reflect the ethos and underpin our approach to preventing and tackling bullying.

- R** **Respect yourself** and respect others
- E** Make your best **Effort**
- A** Have a positive **Attitude**
- C** **Co-operate** with staff and your peers
- H** Above all, be **Honest**

In line with the National Minimum standards for Boarding Standard 16 – Preventing bullying, this policy acknowledges that unlike at day schools, boarders who are being bullied (offline) cannot escape their bullies for long periods of time as they are not going home as often.

Pupils

- School behaviour expectations, and the consequences for not meeting them, are clearly set out in the Pupil Handbook (which each child receives) and Pupil behaviour policy (available on school website).
- The behaviour expectations and school values are discussed with new pupils in their Pastoral induction, annually with existing pupils and during whole school assemblies, House meetings and Chapel services.
- Every pupil at Milton Abbey receives a weekly PSHE lesson, supplemented by additional assemblies and external speakers. The PSHE curriculum allows pupils to explore a broad range of relevant topics such as healthy friendships and relationships, celebrating difference, and dealing with conflict. Lessons explore how to recognise issues, and also how pupils can manage these, including reporting to adults and accessing support outside of school.
- Pupils have easy access to staff members if the need arises:
 - There are currently two members of House staff on duty plus a ‘Duty House’ each day during all free time around the school premises.
 - Matrons are available in the houses at varying times throughout the school day Monday to Saturday.
 - The staff to pupil ratio enables a significant adult presence around the school.
 - All the staff have a pastoral duty within the school, and most are assigned or affiliated to a house tutor team.
 - Pupils can speak to the members of the Health Centre Team.
 - Pupils have independent adults they can contact and talk to in confidence, including the Independent Listener and School Counsellor whom they can contact directly. All cases are treated with discretion and sensitivity.
- Pupils have peer support in house via their Heads and Deputy Heads of House and Pilots.
- Pupils are able to contact parents and guardians for support either via their own devices (at the end of the school day and on Sundays) or via House teams or school phones (at all times).
- The school supports national events such as Anti-Bullying Week and Safer Internet Day with pupil-led activities to help all students prevent, recognise and respond to bullying behaviour, and raises awareness of other national events such as Black History Month and Pride month.
- Pupils can impact school policy and procedures via whole school council (known as Round Table), House Councils and the Pupil Equality, Diversity and Inclusion group as well as individual surveys.
- Pupils are frequently reminded of additional support available outside of school such as Childline and Young Minds via posters in house and reminders in Assembly.

Staff

- Staff are expected to treat all pupils with respect, fairness and justice. This is included in the staff code of conduct.
- Staff are expected to recognise early signs of distress in pupils (deterioration in work, spurious illness, isolation, avoidance of their own peer group) and report any concerns to the appropriate Housemaster/Housemistress (HSM) and the safeguarding team in a timely fashion.
- House teams will flag any pupil of concern during a weekly whole staff ‘Flagging’ meeting to raise awareness and create opportunities for support in and around school.
- Staff training about preventing and tackling bullying, our school procedures and equality, diversity and inclusion are carried out regularly, either face to face or online via Educare.

RESPONDING TO BULLYING

We will make sure our response to incidents of bullying takes into account:

- the needs of the person being bullied;
- the needs of the person displaying bullying behaviour;
- the needs of any bystanders;
- the needs of the community.

Any reports of bullying will be investigated by the school and treated as a safeguarding incident. This includes incidents happening outside school but involving our pupils. All incidents are recorded on our safeguarding system, MyConcern, and the safeguarding team also maintains a bullying log, which is reviewed to identify particular issues or patterns of issues.

Pupils and parents may report directly to members of staff. Pupils can also report via our online 'TellMe' system where they have the option of providing their name if they would like the school to investigate.

Investigation is usually carried out by a member of the house or safeguarding team. Safeguarding is paramount and any safeguarding actions will be taken immediately (and throughout and following the incident as necessary) and parents will be informed.

The result of the investigation will be communicated to parents and sanctions will be put in place in line with the Pupil Behaviour Policy. Bullying is considered a serious breach of the pupil behaviour expectations. For very serious incidents, if there is reasonable cause to believe that a child is suffering or likely to suffer significant harm, a referral will be made to outside agencies (the Police or Children's Social Care).

Support will be provided to any pupil who requires it for as long as is needed: this could include but is not limited to: behaviour support, counselling, learning development, individual pastoral plans, safety plans, pastoral breaks, education or restorative discussions.

On occasion, a broader school response, usually via education, will be implemented as a result of bullying incidents.

EQUALITY, DIVERSITY AND INCLUSION

The school recognises that bullying is closely related to how we respect and recognise the value of diversity. Fortunately, pupils have the opportunity to value diversity in different ways due to the large number of international students, the co-educational environment, students with recognised SEND, and the boarding nature of the school.

We also seek to provide more structured opportunities as described above on a whole school basis and during more focussed lessons and activities.

All pupils are protected under the Equalities Act 2010 and as such, each of the protected groups outlined in this Act are considered to be in line with the Anti-Bullying Policy. There is a core focus on the following of the 9 protected characteristics: Age, Disability, Gender Reassignment, Race, Religion or Belief, Sex, Sexual orientation, (Marriage and Pregnancy/maternity are not essential in relation to this policy).

Pupils with Special Educational Needs or Disability (SEND) are at higher risk of being bullied, this policy recognises that disablist bullying can go undetected if the victim is unable to understand, recognise and correctly label what is happening to them as being "bullying".