

Anti-Bullying Policy

2026 - 2027



Purpose & Scope Of The Policy



Purpose

LCE Academy is committed to providing a safe, respectful and inclusive environment where all pupils feel secure and valued. Bullying of any form is unacceptable and will be addressed promptly, proportionately and consistently.

Our Commitment

As a specialist SEMH school, we are unequivocally anti-bullying. Bullying in any form is incompatible with our values, our safeguarding responsibilities, and our commitment to creating a safe, regulated, and relational learning environment.

We recognise that many of our pupils have experienced trauma, rejection, disrupted relationships, or previous school failure. Some pupils may have been victims of bullying, while others may have used bullying behaviours as a learned or maladaptive response to unmet needs. Our approach is therefore preventative, educational, and relational, not reactive or punitive.

Our relational approach ensures pupils are regulated and secure, creating the foundation they need to take on challenging learning pathways and prepare for successful next steps.

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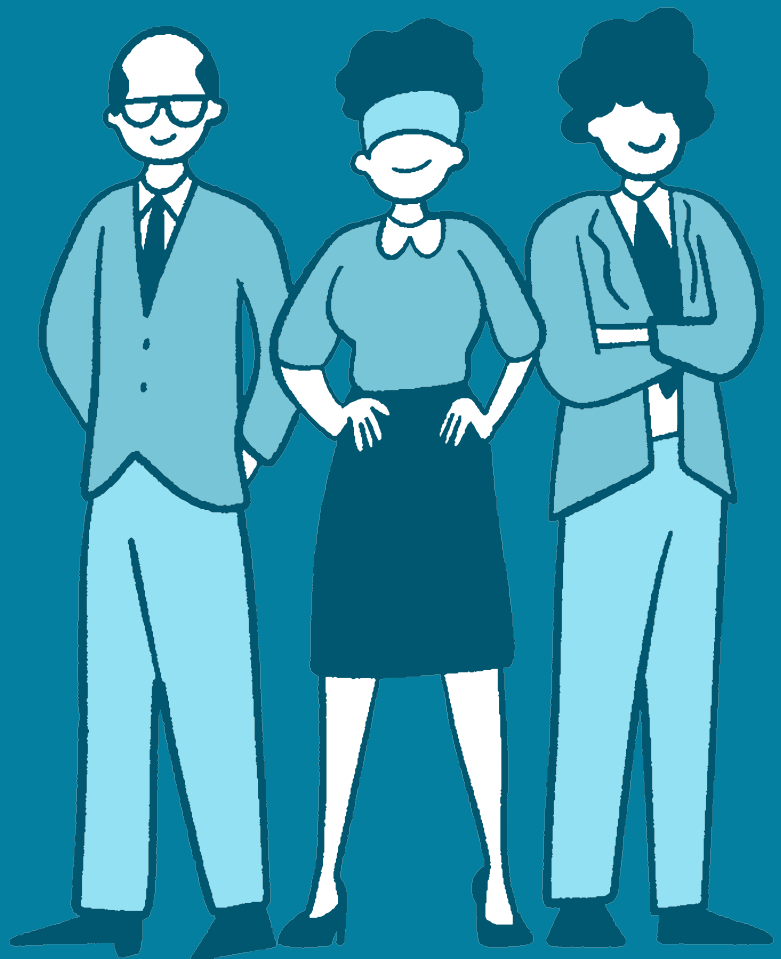
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01

What We Mean by Bullying





1.1 Our Bullying Definition

Bullying is defined as behaviour that is:

- **Repeated or likely to be repeated**
- **Intended to cause physical, emotional, or psychological harm**
- **Based on an imbalance of power, real or perceived**

1.2 Types of Bullying

This includes, but is not limited to:

- **Verbal bullying, including name-calling and threats**
- **Physical bullying**
- **Emotional or relational bullying, including exclusion and manipulation**
- **Online or digital bullying**
- **Bullying related to protected characteristics**

We also recognise that conflict, emotional dysregulation and one-off incidents are not automatically bullying and must be understood within context.

02

Trauma- Informed SEMH Lens





2.1 Relational Support

In our setting, anti-bullying work is inseparable from:

- **Emotional regulation**
- **Relationship repair**
- **Explicit teaching of social communication**
- **Understanding intent, impact, and responsibility**

We do not excuse harmful behaviour. We do seek to understand it, address it, and change it.

2.2 Review & Monitoring

To ensure continuous improvement, senior leaders monitor bullying incidents to identify patterns and inform preventative strategies, while the policy itself undergoes a formal review annually.

03

Anti-Bullying Across the Curriculum





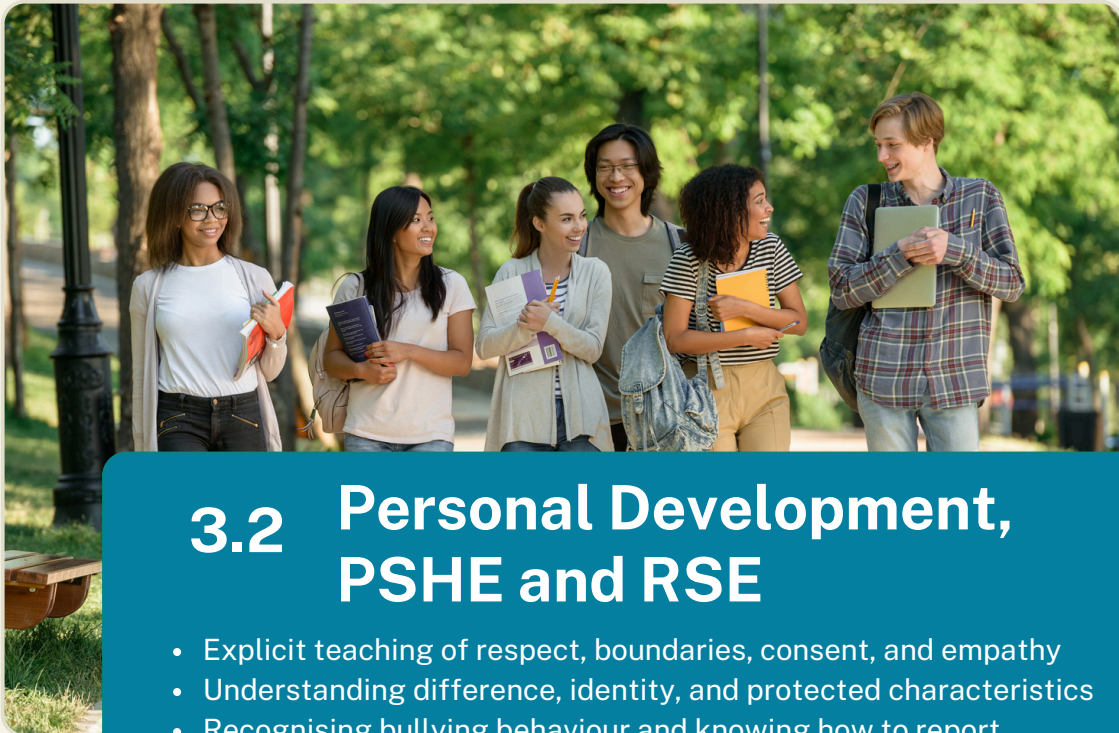
3.1

How Anti-Bullying Is Taught Across the Curriculum

Anti-bullying is not delivered as a standalone lesson or annual event; instead, it is deeply embedded across the curriculum and daily practice. This integrated approach ensures that values of respect and inclusion are reinforced consistently throughout the learning environment.

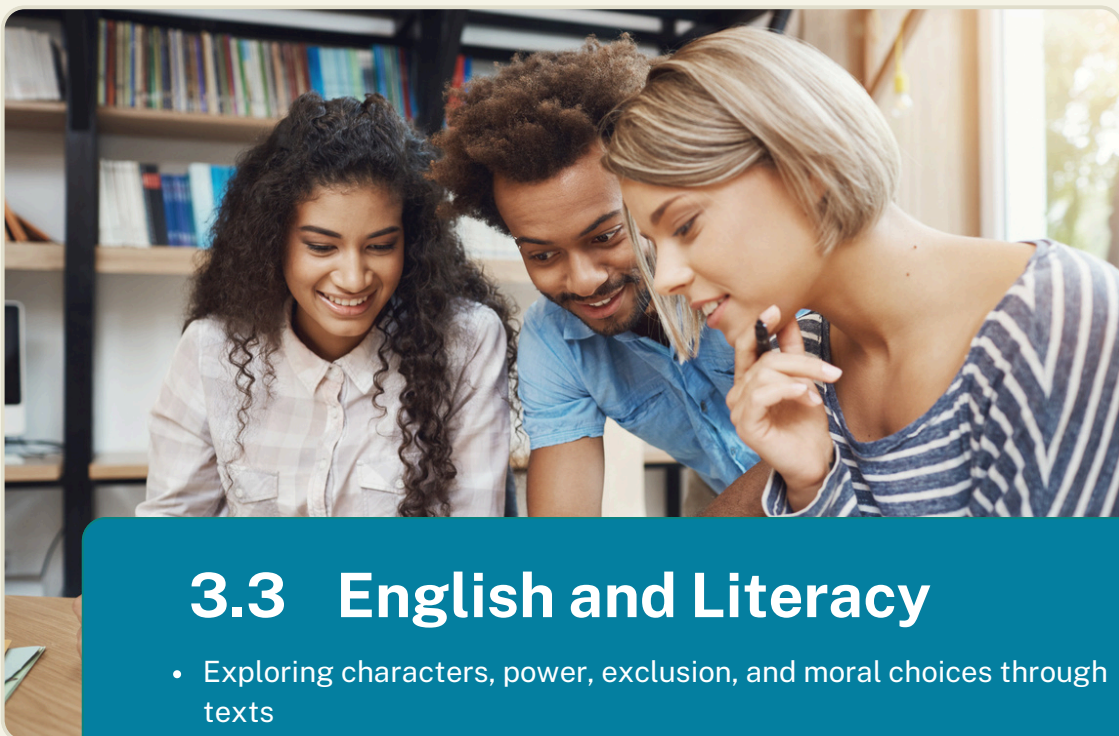
This can be seen across:

- **Personal Development, PSHE and RSE**
- **English and Literacy**
- **Humanities and Citizenship**
- **Physical Education and Enrichment**



3.2 Personal Development, PSHE and RSE

- Explicit teaching of respect, boundaries, consent, and empathy
- Understanding difference, identity, and protected characteristics
- Recognising bullying behaviour and knowing how to report concerns
- Developing assertive communication and help-seeking skills



3.3 English and Literacy

- Exploring characters, power, exclusion, and moral choices through texts
- Structured discussion and oracy work to practise respectful disagreement
- Reflective writing to help pupils process experiences and emotions



3.4 Humanities and Citizenship

- Learning about justice, rights, discrimination, and societal responsibility
- Examining historical and contemporary examples of oppression and harm
- Developing moral reasoning and ethical understanding



3.5 Physical Education and Enrichment

- Teaching teamwork, sportsmanship, and fair play
- Managing competition, frustration, and loss safely
- Explicit modelling of respectful behaviour in group and physical settings

04

Staff Practice and Modelling





4.1 All staff:

- Model respectful, calm, and consistent behaviour at all times
- Challenge bullying language and behaviour immediately
- Use relational and restorative approaches alongside clear boundaries
- Record and escalate concerns in line with safeguarding procedures

4.2 Anti-bullying reinforcement

Anti-bullying is reinforced by:

- **Daily interactions**
- **Consistent routines**
- **Predictable responses to behaviour**

Through these commitments, staff move beyond simple supervision to actively mentoring positive social conduct. This unified front ensures that every adult role model provides a blueprint for healthy relationships, creating a predictable and secure environment where bullying cannot find a foothold.



05

Reporting, Response and Safeguarding

5.1 Reporting & Responding To Concerns

Effective reporting and safeguarding systems are built on a foundation of trust and transparency. To ensure no concern goes unheard, the organisation maintains a clear and accessible framework that empowers pupils to speak up, knowing their voices will be met with a supportive and professional response.

- **Pupils are taught multiple ways to report concerns and are supported to do so**
- **All concerns are taken seriously and recorded appropriately**
- **Responses focus on safety, accountability, repair, and learning**
- **Parents and carers are informed and involved where appropriate**



06

Culture and Ethos





6.1 Culture: Daily Practice

The strength of our anti-bullying approach lies in our daily environment rather than one-off events. We cultivate a culture where respect is the default, ensuring that anti-bullying principles are seamlessly woven into the curriculum and every interaction. This atmosphere is upheld by staff who consistently model calm, respectful behaviour and maintain predictable routines, creating a safe social landscape where positive conduct is the norm.

6.2 Ethos: Our Shared Values & Commitment

Our ethos is rooted in the belief that every individual has the right to feel safe, valued, and heard. We view anti-bullying not as a set of rules, but as a commitment to relational health and safeguarding. By prioritising accountability, repair, and learning, we aim to transform conflicts into opportunities for growth, ensuring our policy remains a "living document" that is reviewed annually to meet the evolving needs of our community.



CONCLUSION

LCE Academy is committed to preventing and addressing bullying in all its forms to ensure that every pupil feels safe, respected and supported within the school community. Through clear expectations, early intervention and consistent staff responses, the school works to identify concerns promptly and support pupils in resolving difficulties in a constructive and restorative way.

This policy reflects the Academy's commitment to maintaining a positive and inclusive school environment. Anti-bullying practices operate alongside safeguarding, behaviour and pastoral systems, ensuring that concerns are managed appropriately and that pupils are supported to build respectful relationships and a strong sense of belonging.

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