



Millbrook Junior School
Dream, Believe, Aspire, Achieve



Millbrook Junior School

Anti-Bullying Policy

This policy was approved by the Governors/Trustees on 6th October 2022

Paul Davies

**Chair of Governors/Trustees
Adopted on 6th October 2022**

Anti-Bullying Policy

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also considers the DfE statutory guidance "[Keeping Children Safe in Education](#)" 2022 and '[Sexual violence and sexual harassment between children in schools and colleges](#)' guidance. The setting has also read Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)

1. Objectives of this Policy

This policy outlines what Millbrook Junior School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of Millbrook Infant School and the whole school community. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated in any form.

2. Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

3. Definition of bullying

Bullying is 'Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'. (DfE 'Preventing and Tackling Bullying', July 2017) Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through gaming, websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

4. Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Bullying related to gender, including sexist and transphobic bullying
- Bullying via technology –‘cyberbullying’.
- Emotional bullying
- Physical bullying
- Sexual bullying

5. Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create ‘safe spaces’ for vulnerable children and young people.

- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Reassuring pupils that adults in school will listen and take their concerns seriously. Ensuring that pupils are regularly reminded that all forms of bullying are unacceptable and will not be tolerated.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Ensuring details of outside agencies such as Childline, The Samaritans or Kidscape are displayed on a notice board close to the main school entrance.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children.
- recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required
- be aware of differences between people that could motivate bullying
- be encouraged to use technology, especially mobile phones and social media, positively and responsibly

6. Involvement of pupils

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

7. Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats including the school website.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.

- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

8. Links with other school policies and practices

- This Policy links with a number of other school policies, practices and action plans including: Behaviour and discipline policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- Online Safety and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and Citizenship and Computing
- Adult Code of Conduct and Home/School Agreement

9. Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989, 2004
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988, 2003
- Public Order Act 1986, 1994
- The Computer Misuse Act 1990, 2018

10. Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, the Deputy Headteacher, the Assistant Headteachers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named member of staff with lead responsibility for this policy is: Danielle Warren

11. Monitoring & review, policy into practice

- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes.
- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: 'Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies', and 'Supporting children and young people who are bullied: advice for schools' October 2014:
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: 'No health without mental health':
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- Barnardo's LGBT Hub:
www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- EACH: www.eachaction.org.uk
- Metro Charity: www.metrocentreonline.org
- Pace: www.pacehealth.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Educate against Hate: www.educateagainsthate.com
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational
- Tell Mama: www.tellmamauk.org

Sexual harassment and sexual bullying

- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
https://anti-bullyingalliance.org.uk/search/custom?search_api_fulltext=sexual%20bullying
- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
- A Guide for Schools: <https://www.endviolenceagainstwomen.org.uk/wp-content/uploads/EVAW-Coalition-Schools-Guide.pdf>

Additional Content Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded and given to the Headteacher and/or designated lead
- The Headteacher or the Deputy / Assistant Headteacher will interview all concerned and will record the incident
- Teachers will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in

accordance with the schools behaviour and discipline policy.

- Parents/carers will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, the police or other local services will be consulted.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy. This may include Red Cards, removal of privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the Headteacher or the Deputy / Assistant Headteachers.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider instigating disciplinary, civil or legal action

Appendix 1

Bullying Allegation Report

Reported by:

To:

Date of incident:

Time of incident:

Location of incident:

Names of people involved:

Alleged bullying incident related to: tick all that apply

Race

SEN or disabilities

Gender

Age

Appearance or health concerns

Sexual orientation

Religion or culture

Other (define)

Description of alleged incident:

Names of those interviewed:

Outcome: **Not bullying / Bullying** (complete Bullying Incident Report)

Reason:

Parents informed?

Next steps:

Appendix 2

Bullying Incident Follow-up Report

Attach Bullying Allegation Report

Reported by:

To:

Date of incident:

Time of incident:

Location of incident:

Names of people involved:

Please include names, genders, ages, ethnic origin, and children in care or children with special needs and each child's role – ringleader, outsider, reinforcer, assistant, defender, victim – and level of involvement 1=very involved, 2=involved, 3=slightly involved, 4=only indirectly involved

Alleged bullying incident related to: tick all that apply

Race	Appearance or health concerns
SEN or disabilities	Sexual orientation
Gender	Religion or culture
Age	Other (define)

Forms of bullying used: tick all that apply

Physical aggression	Damaging or taking personal possessions
Deliberately excluding	Verbal threats
Name calling and teasing	Spreading rumours
Cyber bullying	Extortion
Other (define)	

Frequency and duration of bullying behaviour:

Once or twice	Persisting over two months
Several times a week	Persisting for more than a year

Other notes:

Checklist:

- | | |
|--------------------------------------|--|
| Does incident involve same person? | Has a follow up date been set? |
| Have parents/carers been notified? | Has action been agreed with victim? |
| Had individual discussions with all? | Has action been agreed with perpetrator? |
| Had group discussion with all? | Are notes and comments attached? |

Details of agreed actions with everyone involved:

Follow up review dates and interventions:

Outcome of the follow up and further actions taken:

Has the bullying stopped? Yes / No

Describe any other outcomes, who was involved and when they occurred: