



## **Robert Miles Junior School Anti Bullying Policy**



***Reviewed & Updated: December 2024***

***Next Review: Summer 2026***

## Introduction

At Robert Miles Junior School we aim to provide a supportive, caring and friendly environment which allows all our pupils to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it. 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 issues and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

At Robert Miles Junior School we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

This policy incorporates aspects of the NCC Anti-Bullying Policy.

## Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance and was formulated in consultation with the whole school community with input from:

- Members of staff (through staff meetings, consultations surveys)
- Parents/carers (through consultations, parents evening meetings, parent survey)
- Pupils (through the school council, surveys, PSHE lessons)
- Governors (through governor meetings and governor training)
- Other partners (discussions with external agencies, school providers, local authority and others)

This policy is available on the Robert Miles Junior School website and from the school office

This policy sits alongside our Behaviour Policy which was fully revised and updated in September 2024.

## Roles and Responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role they each have in preventing and tackling bullying.

**The Headteacher (James Evelyn)** has overall responsibility for Anti-Bullying at our school. He is responsible for appointing an Anti-Bullying Coordinator and liaising with the Governing body, parents/carers, the Local Authority and outside agencies when appropriate.

**The Anti-Bullying Coordinator (James Evelyn)** is responsible for:

- Policy development and review (ensuring that pupils, staff, governors and parents/carers)
- Implementing the policy and monitoring/assessing its effectiveness
- Managing the reporting and recording of bullying incidents
- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour
- Completing half termly analysis of school behaviour including reference to any bullying incidents

**The Designated Safeguarding Lead/Leads (DSL) and their Deputy/Deputies in our school are:**

- James Evelyn (DSL)
- Jemma Wallace (DDSL)

Safeguarding is the responsibility of all, however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

## Definition of Bullying

We have adopted the definition of bullying provided by the Anti-Bullying Alliance:

'Bullying is 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.'

Website: <http://www.anti-bullyingalliance.org.uk/about-us.aspx>

## What does bullying behaviour look like?

At Robert Miles Junior School we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate films etc
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as 'false friendships', criminal exploitation, sexual exploitation, and radicalisation
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, sexist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their sex, religion or beliefs, race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

**Baiting** Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

**Banter** The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

### Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

## **Prejudice Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'. These are referenced in assemblies and displayed in the hall.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

**Prejudice Related Language** Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

## **Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet and encourage good online behaviour. Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

We will also invite the police into school to speak to children about responsible behaviour online and the potential consequences of making poor choices.

### **Where does bullying take place?**

At Robert Miles Junior School we understand that bullying is not confined to the school premises. Bullying can take place inside and outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying). The School Council gathers information about pupils' views including how safe they feel at school and any areas where they do not feel safe. An annual pupil survey also asks children about how safe they feel at school.

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

### **Reporting and responding to bullying**

Our school reports bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the targets of bullying or have witnessed bullying behaviour (bystanders). Reported bullying incidents are discussed with School Governors.

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a Teaching Assistant, the Headteacher, a Senior Leader, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to. School adults receiving reports of bullying should pass these to the Headteacher or Deputy Headteacher at the earliest opportunity.

Children are encouraged to use the expression 'can I have a word please?' if they need to speak to a member of staff about something that is concerning them.

We have an open-door policy where parents are welcome to speak to any member of staff if they have any concerns. Every morning and evening there is a member of the school leadership team at the front gate who is available for parents if there are any concerns. Any reported concerns are dealt with by the pastoral care team and recorded on CPOMS. If the concern is of a confidential nature, this can also be logged accordingly.

Staff are updated on pastoral care concerns during a weekly briefing and are also updated on changes to policies where relevant. Visitors to school, such as students on placements are told, during their induction, that they must report any incidents that they may witness which may be regarded as bullying or any incident that affects a child's wellbeing to one of the senior staff. A leaflet setting out safeguarding procedures is available at reception.

## **Role of Parents and Carers**

We understand that it can be very difficult for a parent/carers to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the staff member will make a formal record of the bullying report on the school's recording system CPOMs. The Headteacher or Deputy Headteacher will be informed at the earliest opportunity. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations). This may mean, at times, that we are not able to provide or share information or updates.

## **Visitors**

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.). This is set out in a Safeguarding Leaflet which is displayed in the school reception.

We ask that if a visitor to our school has concerns about bullying behaviour that they have witnessed, or been told about, they must report their concerns at the earliest opportunity in person to the Headteacher or Deputy Headteacher. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

## **How our school will respond to reports of bullying**

At Robert Miles Junior School all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' our school remains committed to supporting all pupils who have been involved and effected.

Our school keeps records of all reports of bullying, this information is stored on our school's recording system (CPOMs). These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses
- Talk to the parents (of the target and/or the alleged perpetrator)

- Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council etc.)
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to the Nottinghamshire MASH
- Refer to the Nottinghamshire County Council 'Pathways to Provision' document and complete an EHAF if appropriate

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

## **Strategies for preventing bullying**

At Robert Miles Junior School we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community. The strategies we use include, but are not limited to:

- Active school council with representatives from each year groups
- Sports Ambassadors helping to ensure children are participating in activities at lunchtime
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust R(S)HE curriculum for all year groups
- Specific curriculum inputs and assemblies for online safety and cyberbullying
- Behaviour Policy Choice Chart – rewarding and celebrating positive behaviour choices
- Opportunities for pupils to share their voice and opinions – through surveys etc.
- Displays promoting good choices, the British Values and the Equality Act
- ELSA support / Lego therapy / counselling for identified students
- Specific initiatives for identified individuals or groups (eg Lunchtime Club)
- Parent information board and area on the school website
- Parent events
- Regular staff training and development for all staff (including lunchtime supervisors and staff who support our before and after-school clubs)
- All staff model expected behaviour

## **Breaches / Complaints**

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

## Links with other policies

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

Policy	How it may link
Child-on-child Abuse Policy	Includes links to bullying – specifically sexualised bullying and exploitation
Behaviour Policy	Includes details about the rewards and sanctions for pupils framed in the language of choice. Policy also includes details of sanctions for poor behaviour.
Safeguarding & Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding.
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying and how children are kept safe
PSHE & RSE Policy	Includes information about our school's RSHE programme and how we teach about relationships, friendships and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

## Useful Websites & Documents

- Keeping Children Safe in Education (KCSiE)  
[www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
- Working Together to Safeguard Children: Working together to safeguard children  
[www.gov.uk/government/publications/working-together-to-safeguard-children--2](http://www.gov.uk/government/publications/working-together-to-safeguard-children--2)
- Preventing and Tackling Bullying (2017)  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- Equality Act 2010 Guidance  
[www.gov.uk/guidance/equality-act-2010-guidance](http://www.gov.uk/guidance/equality-act-2010-guidance)
- Nottinghamshire Education, Safeguarding, Health & Wellbeing Hub  
<https://em-edsupport.org.uk/Page/11813>
- NottAlone  
<https://nottalone.org.uk/yp/browse/?a=tp>
- Anti-Bullying Alliance  
<https://anti-bullyingalliance.org.uk/>
- Nottinghamshire Safeguarding Children Partnership  
<https://nscp.nottinghamshire.gov.uk/>

## Monitoring and Review

This policy is reviewed and evaluated throughout the academic year and is updated regularly (the exact date is given at the start of the policy.)

- Date approved by the Governing Body:
- Date to be reviewed: