



Millhouse

Primary School and Nursery

Anti-Bullying Policy

To be reviewed: Spring 2028

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MILLHOUSE PRIMARY SCHOOL & NURSERY

Anti-Bullying Policy

1. Introduction

Department for Education guidance defines bullying as actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). Types of bullying include racial, homophobic and sexual. It also encompasses sexual violence & harassment and peer on peer abuse. Bullying can also be carried out via technology such as mobile phones or using the internet.

2. Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable in line with our therapeutic approach to managing behaviour in school.

We aim, as a school to provide a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3. The Role of Governors

The governing body supports the Head of School in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body monitors incidents of bullying that occur and reviews the effectiveness of this policy regularly. The Governors require the Head of School to keep accurate records of all incidents of bullying and to report, on request, to the Governors about the effectiveness of the schools anti-bullying strategies.

4. The Role of the Head of School

It is the responsibility of the Head of School to implement the school anti-bullying strategy and to ensure all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. On request, the Head of School reports to the governing body about the effectiveness of the anti-bullying policy.

The Head of School ensures that all children know that bullying is wrong and that it is unacceptable behaviour in school. The Head of School draws the attention of children to this fact as part of the school curriculum; this may be delivered through PSHE lessons, Anti-bullying weeks and assemblies. Specific behaviours are targeted and addressed in a way that

promote healthy discussion around actions and consequences.

The Head of School ensures that all staff receive sufficient training to be equipped to identify and deal with any incidents of bullying. The "Support Group Approach" is generally used to lead staff to deal with bullying issues which links with our therapeutic approach to managing behaviour.

The Head of School sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. This is underlined in the school Behaviour Policy and reward system that is used in the school.

5. The Role of the Teacher and Support Staff

The staff in our school take all forms of bullying seriously and seek to prevent it from taking place.

If teachers witness an act that affects the physical or mental wellbeing of a child, they will either investigate it themselves or refer it to the Pastoral Team, who will then report to the Head of School. Teachers, the Pastoral Team and Support Staff do all they can to support a child who feels they have been bullied. If, after investigation, it is deemed that a child has been bullied then the child's parents/guardians will be informed.

If a bullying allegation occurs between members of a class, the teacher will deal with the issue immediately. This may involve direct teacher and child consultation or a referral to the Pastoral Team, who may decide to set up a peer support group to improve confidence, build resilience and promote healthy friendships. Work is carried out separately for the child who is believed to have carried out the bullying. Time is spent working with the child to help them to understand why his/her actions were wrong and that child is encouraged to change his/her behaviour in the future.

If a child is repeatedly involved in bullying other children after this work has been carried out, the Head of School is informed. The child's parents/guardians are invited into school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the school may contact an external support agency, such as the specialist teacher service.

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc within the formal curriculum, to help pupils understand the feelings of bullied children and to practice the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate success of all children, and thus help to create a positive atmosphere.

6. Reporting & Recording

All allegations of bullying must be recorded on CPOMS. Where an allegation may be classified as child-on-child abuse or sexual violence or harassment, the Designated Safeguarding Lead will take over the investigation and treat it as a safeguarding issue. Outcomes of investigations should also be reported on CPOMS by the person who carried out the investigation.

The school reports termly to the Governing Board on the number of bullying allegations received and investigated as part of safeguarding and behaviour monitoring reports.

7. The Role of Parents/Carers

Parents/Carers who are concerned that their child might be being bullied or who suspect that their child may be a perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with their response, they should contact the Head of School. If they remain dissatisfied, they should follow the school's Complaints Procedure.

Parents/Carers should make sure they are aware of and monitor their child's use of technology, such as mobile phones and social networking/communication websites. If they suspect any incidents of cyber-bullying involving their child, or any pupil from the school, they should contact the school immediately.

Parents/Guardians have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

8. The role of the Pupils

Pupils are encouraged to tell anyone they trust if they feel they are being bullied and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, via pupil surveys.

9. Monitoring and Reviewing

This policy is monitored on a day-to-day basis by the Head of School, who reports, on request, to Governors about the effectiveness of the policy.

This Anti-bullying Policy is the Governors' responsibility, and they review its effectiveness annually. They do this by discussion with the Head of School. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying or bullying directed at those with disabilities or special educational needs.