

# NEW MILTON JUNIOR SCHOOL



*If printed, copied or otherwise transferred from this website this document must be considered to be an uncontrolled copy.  
Policy amendments may occur at any time, and you should consult the Policies page on the website for the latest update.*

## Controlled Document

<b>Title</b>	Anti-Bullying Policy and Strategy (Draft)
<b>Document Type</b>	Statutory
<b>Author</b>	Headteacher
<b>Owner</b>	New Milton Junior School
<b>Subject</b>	Bullying
<b>Document Version</b>	V1
<b>Created</b>	Jan 2026
<b>Approved by</b>	Date agreed by Governing Body 04.02.26
<b>Review Date</b>	Jan 2029 (Every 3 years)
<b>Link documents</b>	Behaviour Policy Safeguarding Policy and Child Protection Policy

### Version Control:

Version	Date	Author	Description of Change
V1	01.02.2026	K.Geary	Updated to reflect pupil survey's

## 1. Anti-Bullying Policy and Strategy (Draft)

### Purpose and Commitment

New Milton Junior School is committed to providing a safe, inclusive, and respectful environment where every child can learn and thrive. Bullying of any kind is unacceptable and will be challenged promptly, consistently, and effectively. This policy reflects our school values and our legal duty to safeguard and promote the welfare of all pupils.

### Our Values

Be Respectful

Be Honest

Be Caring

Be Supportive

Be Responsible

Be Kind

Achieve

We will: -

- Take all reports of bullying seriously
- Listen to pupils and act promptly
- Work in partnership with parents and carers
- Provide support for both those who experience bullying and those who display bullying behavior

### What is bullying?

Bullying is **repeated, intentional behaviour** that causes physical or emotional harm, where there is an **imbalance of power** between those involved. It may be carried out by an individual or a group and can occur face-to-face or online.

Bullying may be direct or indirect, including covert behaviours such as social exclusion, spreading rumours, or manipulating social relationships.

Bullying can include: -

**Physical:** hitting, kicking, pushing, damaging property

**Verbal:** name-calling, insults, threats, teasing

**Emotional:** exclusion, spreading rumours, intimidation

**Racist:** racial abuse, stereotyping, racist graffiti

**Sexual:** unwanted physical contact, sexual comments

**Homophobic, biphobic or transphobic:** bullying based on sexual orientation or gender identity

**Disability-related:** bullying linked to physical or learning disabilities or SEND

**Gender-based:** bullying linked to gender or gender stereotypes

**Faith-based:** bullying linked to religion or belief

**Cyberbullying:** bullying via social media, messaging apps, gaming platforms or email

### **Prejudice-Based and Discriminatory Bullying**

Prejudice-based or discriminatory bullying occurs when bullying behaviour is motivated by negative attitudes, beliefs, or views towards a protected or perceived characteristic. This type of bullying is particularly harmful and will always be taken seriously.

Prejudice-based bullying may be linked to: -

Race, ethnicity, nationality, or culture - Religion or belief

Disability or special educational needs

Gender or gender identity

Sexual orientation

Appearance or health conditions

Family circumstances or socio-economic background

Such behaviour may involve language, actions, or online content that demean, intimidate, exclude, or target individuals or groups.

### **Bullying is not:**

A one-off disagreement or argument

Occasional friendship fallouts

Conflict where both parties have equal power

### **Signs and Indicators of Bullying**

Children may show changes in behaviour or emotional wellbeing, including: -

- Fear of walking to or from school or changes route
- Not wanting to come to school which may result in lateness or erratic attendance records
- Deterioration of work
- Loss or damage to personal property or clothing
- Changes of personality – quiet, withdrawn, tearful, unhappy, become bad tempered or aggressive
- Not sleeping well, nightmares or problems sleeping, possible bed wetting

- Stopping eating
- Unexplained bruises, scratches, marks
- Obvious distress but not able to talk about it
- Isolated – loss of friends
- Poor self esteem
- Desire to remain with adults
- Threatens or attempts self-harm
- Has dinner money or other money continually 'lost'
- Nervous or jumpy when a cyber-message is received
- Gives improbable excuses for their behaviour

Any concerns should be shared with school staff immediately.

### **How we try to combat bullying?**

New Milton Junior School is aware that bullying must be tackled on two levels by:

- Focussing on preventative work,
- Responding appropriately when incidents do occur.

We work hard to improve behaviour and encourage children to positively manage their own behaviour (see behaviour policy). We teach children that as well as having rights, the choices they make will also bring responsibilities. Everything is embedded within the school values.

#### **Prevention and Education**

We actively involve pupils in anti-bullying initiatives, such as peer mentoring and anti-bullying ambassadors, empowering them to promote positive behaviour and support peers  
Preventative work includes:

- Encouraging the caring and nurturing side of children
- Discussing friendship
- Ensuring adequate supervision of the site, especially the playground, toilets and lunch hall
- Focus on positive, caring behaviour and discouraging bullying
- Including anti-bullying as an aspect of the curriculum
- Using assemblies to focus on such issues
- Supporting the national Anti-bullying week every year
- Using individual plans for those experiencing interpersonal and peer relationship difficulties

Responding appropriately when incidents occur includes:

- Recording all incidents, including facts, action taken and any follow up measures. All recording will be made on Arbor (school management information system)
- Interviewing both the victim and perpetrator of the bullying behaviour separately to establish the facts without apportioning blame
- Informing the parents of all parties

- Implement appropriate sanctions and support in line with the school behaviour policy
- Ensure follow up plan
- Provide the opportunity for both the victim and perpetrator to discuss their difficulties with a responsible and confident adult
- Report outcomes and responses annually to the governing body

## **Reporting Bullying**

Bullying can be reported by:

- Pupils (to any trusted adult)
- Parents or carers
- School staff

Children are encouraged to speak up and are reassured that reporting bullying is the right thing to do.

## **Responding to Bullying Incidents**

All incidents will be:

- Taken seriously
- Investigated promptly
- Recorded on Arbor
- Managed in line with the school behaviour policy

## **Response Steps**

1. **Listen and reassure** the child reporting the concern
2. **Investigate** by gathering information from all parties separately
3. **Record** all facts, actions, and outcomes
4. **Inform parents** of all children involved
5. **Apply appropriate sanctions** and support
6. **Implement a follow-up plan** and monitor outcomes

Sanctions will be proportionate and consistent with the Behaviour Policy, incorporating restorative practises where appropriate. In cases involving safeguarding concerns, safeguarding procedures will take precedence over behaviour sanctions.

## **Supporting Pupils**

Support will be provided for:

### **Pupils Experiencing Bullying**

- Regular check-ins with a trusted adult
- Emotional support and reassurance
- Strategies to build confidence and resilience

### **Pupils Displaying Bullying Behaviour**

- Clear explanation of why behaviour is unacceptable
- Support to develop empathy and positive behaviour
- Individual behaviour plans where appropriate

### **Roles and Responsibilities**

#### **Pupils**

- Treat others with kindness and respect
- Report bullying to an adult

#### **Staff**

- Model positive behaviour
- Respond promptly and consistently
- Record and monitor incidents

#### **Parents and Carers**

- Encourage children to talk about concerns
- Work collaboratively with the school

#### **Headteacher and Senior Leaders**

- Ensure the policy is implemented effectively
- Monitor patterns and trends
- Report to governors annually

**Governing Body** - Review the effectiveness of the policy - Ensure statutory duties are met

### **Monitoring and Review**

This policy will be reviewed every three years, or sooner if required. Data on bullying incidents will be analysed to inform practice and improve outcomes.

## **Appendix 1: Online Safety and Cyberbullying Guidance**

### **What is Cyberbullying?**

Cyberbullying is bullying that takes place using digital technology. It can occur through:

- Mobile phones and text messages
- Social media platforms
- Online gaming and chat functions
- Emails, apps, and websites

Cyberbullying can happen at any time and may feel particularly intrusive because it can reach children even when they are at home.

### **Examples of Cyberbullying**

Cyberbullying may include:

- Sending threatening, abusive, or insulting messages
- Sharing unkind or harmful images or videos
- Spreading rumours or gossip online
- Excluding others from online groups or games
- Impersonating someone online
- Encouraging others to target or harass an individual

### **Preventing Cyberbullying**

New Milton Junior School promotes safe and responsible use of technology by:

- Teaching online safety through the curriculum and assemblies
- Reinforcing expectations for respectful online behaviour
- Encouraging pupils to think before posting or sharing
- Promoting the school values in all online interactions
- Working in partnership with parents and carers

### **What Pupils Should Do**

If you experience or witness cyberbullying, you should:

- Tell a trusted adult straight away
- Save the evidence (messages, screenshots, usernames)
- Block and report the user where possible
- Avoid responding to hurtful messages

## **What Parents and Carers Should Do**

Parents and carers are encouraged to:

- Talk regularly with children about online activity
- Monitor use of devices and privacy settings
- Report concerns to the school promptly
- Support children in saving evidence of cyberbullying
- Contact the platform or service provider if necessary

## **How the School Will Respond**

When cyberbullying is reported, the school will:

- Investigate the incident thoroughly
- Record the concern on Arbor
- Work with pupils and parents to resolve the issue
- Apply sanctions in line with the behaviour policy where appropriate
- Provide ongoing support and monitoring

Incidents that occur outside school may still be addressed if they impact on a child's wellbeing or school life.

## **Cross-Reference to Behaviour and Safeguarding Policies**

This Anti-Bullying Policy and Appendix 1 operate **in conjunction with** the school's Behaviour Policy and Safeguarding Policy. The following clarifies how responsibilities and procedures align:

### **Link to the Behaviour Policy**

Bullying and cyberbullying are classified as **serious and unacceptable behaviours** under the Behaviour Policy. When bullying behaviour is identified:

- Sanctions and consequences are applied **in line with the Behaviour Policy**, including:
  - Loss of Golden Time
  - Reflection activities
  - Behaviour monitoring (e.g. report cards)
  - Individual Behaviour Plans
- Repeated or persistent bullying behaviour may escalate through the Behaviour Policy stages, involving the Year Leader, Deputy Headteacher, or Headteacher.
- Restorative approaches may be used where appropriate to support positive behaviour change.

The Behaviour Policy underpins the school's graduated response to bullying behaviour and ensures consistency and fairness.

### **Link to the Safeguarding Policy**

Some bullying and cyberbullying incidents may also constitute **safeguarding concerns**, particularly where there is:

- Sexual violence or sexual harassment
- Prejudice-based abuse (including racism, homophobia, transphobia, or disability-related bullying)
- Serious emotional distress, self-harm, or mental health concerns
- Online exploitation, grooming, or harmful sexual behaviour
- Repeated, targeted, or power-imbalanced abuse

In these circumstances:

- The concern will be shared immediately with the **Designated Safeguarding Lead (DSL)**
- The school will follow safeguarding procedures as outlined in the Safeguarding Policy
- External agencies may be involved where necessary
- Behavioural sanctions will not replace safeguarding action

### **Recording and Information Sharing**

- All bullying incidents are recorded on Arbor
- Safeguarding-related bullying incidents are also logged and monitored through safeguarding systems
- Information is shared on a **need-to-know basis** in line with safeguarding and confidentiality guidance

### **Policy Hierarchy**

Where bullying behaviour raises a safeguarding concern, **safeguarding procedures take precedence** over behaviour sanctions.

This ensures that pupils are protected, supported, and their welfare remains the school's highest priority.

This appendix should be read alongside:

- Behaviour Policy (2025–26)
- Safeguarding and Child Protection Policy (September 2025)

Further information and resources can be found via the UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk)) and the Department for Education's guidance on online safety