



Mill Hill Primary School **Anti-Bullying Policy**

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Co-ordinator responsible for the policy in consultation with the staff and governors:

Headteacher

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Learning for a lifetime

Policy Statement

Mill Hill Primary School complies with the legislation set out in The Equality Act 2010. A key provision of the act is a 'Public Sector Equality Duty', which has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

We are committed to providing a safe and caring environment where all members of the school community have the right to work and learn in a relaxed and secure environment and to be treated with respect. Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell, and to know that any incidents will be dealt with promptly and fairly. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What is bullying?

Bullying is the use of persistent aggression with the intention of hurting another person, physically or emotionally. It may be linked to racist or other behaviours. It can be carried out by individuals or by groups and may take the following forms:

- Emotionally being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexually unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on, the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of the internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities

Behaviour that is classed as cyber-bullying includes:

- **abusive comments, rumours gossip and threats** made over the internet or using other digital communications
- **sharing pictures, videos or personal information** without the consent of the owner and with the intent to cause harm and/or humiliation
- **hacking** into someone's email, phone or online profiles to extract and share personal information, or to send abusive or inappropriate content while posing as that person
- **creating specific websites** that negatively target an individual or group
- **blackmail** or pressuring someone to do something online that they do not want to do, such as sending a sexually explicit image

A person is being bullied:

- **Verbally** - if they are verbally threatened, intimidated or isolated through repeated hurtful name calling, fault finding, criticism, sarcasm, teasing or rumour spreading

- **Physically** – if they are repeatedly hurt physically by pushing, kicking, punching or other violent gestures
- **Emotionally** - if they are hurt emotionally and are made to feel isolated by repeated unfriendly tormenting gestures, humiliation, exclusion from a group, being singled out and treated differently, hiding things
- **Racially** - if they are hurt by repeated racial taunts and gestures
- **Sexually** if they are hurt by sexually abusive comments and unwanted physical contact
- **By cyber bullying** - if they are the victim of misuse of mobiles, e-mails or internet forums where aggressive, hurtful messages are sent to the target (*this will be addressed through the ICT Acceptable Use Policy*)

Most children will at some point quarrel and fall out with others. This is part of growing up and it is up to everyone at Mill Hill to help children understand the differences between bullying and these friendship difficulties. Bullying can be a form of peer-to-peer abuse and the safeguarding policy will be followed in these instances, e.g. if a child has been physically or sexually assaulted or has assaulted another child, or if a child has been subjected to threats of harm.

Appendix 1 lists some of the signs that bullying may be occurring.

Our Objectives:

- All members of the school community should have a shared understanding of what bullying is.
- All members of the school community should know what our school bullying policy is and what they should do if bullying arises. Children will be explicitly taught what bullying is and how to deal with it, for example, who they can tell.
- Pupils and parents should feel confident that they will be supported when bullying is reported. As a school, bullying concerns will be taken seriously and, where it exists, will not be tolerated.
- Anyone who bullies will be supported to learn new behaviours. This may include support from outside agencies where appropriate.

Our Procedures:

1. Bullying incidents must be reported to a member of the school staff, who will refer the incident to a member of the management team.
2. Records will be kept of bullying complaints, whether these turn out to be unfounded or not. All complaints will be dealt with as quickly as possible. These are recorded on the “Hampshire Bullying and Racist Incident Record Form” (Appendix 2)
3. If bullying occurs, parents of both parties will be informed and the situation discussed in order to agree an action plan. This will take into account individual circumstances in order to best resolve the problem.
4. Actions may include all or some of the following:
 - Information gathering to assess the situation, e.g. through observation, talking to the victim and any others who are involved or aware
 - Discussion with the victim and their parents, to include the development of support and coping strategies for the victim where appropriate.
 - Discussion with the perpetrator and their parents, using a no-blame approach and with support to change the bullying behaviour

- Using class or small group circle times to explore feelings and raise awareness of the feelings of others.
- Full participation of the school in the National Anti-Bullying Week campaign, in order to regularly discuss and address these issues.

This policy has been developed in line with current national government and supported by resources from Kidscape and further information for parents can be found at <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/dealing-with-bullying/>

Appendix 1

SIGNS AND SYMPTOMS

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Appendix 2

Bullying and prejudice-based incident report form

Report form completed by:	
Date of report:	
Time of incident:	

Type of report/incident:

Bullying	☐	Prejudice-based incident	☐	Both	☐
Concern raised by:					
Victim	☐	Perpetrator	☐	Third party –	☐
Child/young person	☐	Parent/carers	☐	Other	☐

Where did the incident take place? Tick all that apply.

Bus	☐	Corridor	☐	Park	☐
Taxi	☐	Classroom	☐	Playground	☐
Toilets/Cloakroom	☐	Locker/changing room	☐	Online/social media	☐
On the way to/from school	☐	Other (please describe below)			☐

Other

Details of reported bullying/incident (please include any derogatory language used):

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--

Name and age/year/tutor group of target/s (some incidents may not have a target):

--

Ethnicity of target (please refer to Appendix 4 for ethnic groups):

--

Gender of target: Name and age/year/tutor group of perpetrator/s:

--

Name and age/year/tutor group of perpetrator/s:

--

Ethnicity of perpetrator (please refer to Appendix 4 for ethnic groups):

--

Gender of perpetrator:

--

Bullying/incident was to do with:

(Tick all the boxes that apply from sections A and B).

Section A (protected characteristics under the Equality Act and statutory requirements under Prevent) – for definitions see Appendix 1.

Disability/special educational needs/medical condition/mental health

Ethnicity/race

Gender identity

Religion/belief

Sex

Sexual orientation

Pregnancy

Expressing/supporting extremist views

Other (please describe):

--

Section B (other non-statutory characteristics) - for definitions see Appendix 1.

Appearance

☐

Home circumstances/socio-economic factors

☐

Other (please describe):

Behaviour involved in the bullying/incident – tick the main behaviour(s) used in the bullying or incident:

Cyberbullying

☐

Damage to property

☐

Indirect/social

☐

Physical Abuse (against staff)

☐

Physical Abuse (against pupil/student)

☐

Possession/distribution of offensive materials

☐

Sexual abuse/harassment (against staff)

☐

Sexual abuse/harassment (against pupil/student)

☐

Verbal Abuse (against staff)

☐

Verbal Abuse (against pupil/student)

☐

Other (please describe):

Frequency and duration of behaviour:

Risk Assessment screening questions

Is the victim safe (if not, consider immediate response)?

☐

Does the victim need additional support?

☐

Is this a repeat victim?

☐

Is this a repeat perpetrator?

☐

Are any of the individuals at risk of radicalisation?

☐

For school use – actions and decisions following incident (to include contact with parents, pupil advice, referrals etc.).

If appropriate to your setting:

Restorative approaches used?

Yes/No

Date recorded on school electronic behaviour record:

Appendix 1 – brief definitions: types of bullying/incidents

Disability/special educational needs/medical condition/mental health

Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard/spaz/geek/nerd) or association with someone with a disability/special need.

Ethnicity/race (racism)

Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc.

Gender identity (transphobia)

Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or some- one who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/he, gender bender, tranny).

Religion/belief

Beliefs, faith, identity (Islamophobia and anti-Semitism, for example). It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Sex; sexist bullying (misogyny/misandry)

Based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex or gender.

Sexual orientation

Related to sexual orientation, or perceived orientation, of target or target's family/friends and/or homophobic/bi-phobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'.

Appearance

Hair colour, body shape, clothing etc.

Home circumstances

Class background, low income, free school meals, young carer, looked after children.

Appendix 2 – extended definitions of types of bullying

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

- young people who are lesbian, gay or bisexual (LGB)
- young people who are thought to be lesbian, gay or bisexual
- young people who are different in some way – they may not act like the other boys or girls
- young people who have gay, lesbian or bisexual friends, or family, or parents/carers who are gay, lesbian or bisexual
- teachers, who may or may not be lesbian, gay or bisexual.

Bi-phobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience bi-phobic prejudice from both heterosexual people and lesbian and gay people.

Bullying that targets disabled children and children with Special Educational Needs (SEN)

Behaviour by an individual or group that intentionally hurts disabled children, or those with special needs, either physically or emotionally or those who are perceived to have special needs or a disability, or because of their association with someone with a special need or disability. Bullying can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through social media (cyberbullying). Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Racist bullying

This is behaviour by an individual or group that intentionally hurts another individual or group, either physically or emotionally, and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, community, national origin or national status. It may also be because of a perception or assumption about ethnicity or culture (which may or may not be accurate), or because of their association with someone of a particular ethnicity, culture etc. (for example a parent/carer).

Bullying based on religion or belief

This is behaviour, by an individual or group, that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their religion, belief or lack of religion or belief. It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief (for example a parent/carer).

Transphobic Bullying

'Trans' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying. Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person.

Appendix 3 – behaviour involved in the bullying/incident

Cyberbullying: Internet, mobile phones, social media, trolling, sexting, coercion, blackmail, grooming, promoting any hate-based views.

Damage to property: damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti.

Indirect/social: intentionally socially excluding or isolating an individual or group from activities/community both on and offline, e.g. gossiping, spreading rumours, intimidating looks, gestures and behaviours.

Physical abuse: any form of violence or physical force, e.g. pushing, kicking, hitting, pinching, tripping, spitting etc.

Possession/distribution of offensive materials: disseminating inappropriate materials.

Sexual abuse/harassment: suggestive sexual comments, innuendo or behaviour including offensive comments about sexual reputation; or using sexual language that is designed to embarrass, humiliate, intimidate or subordinate.

Verbal abuse: using language in a derogatory or offensive manner, such as banter, name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.

Appendix 4 – ethnicity descriptions and codes

Ethnicity description	Ethnic Code
White - British	WBRI
White - Irish	WIRI
Gypsy / Roma	WROM
Traveller of Irish Heritage	WIRT
Any Other White Background	WOTH
White and Black Caribbean	MWBC
White and Black African	MWBA
White and Asian	MWAS
Any Other Mixed Background	MOTH
Indian	AIND
Pakistani	APKN
Bangladeshi	ABAN
Any Other Asian Background	AOTH
Black - Caribbean	BCRB
Black - African	BAFR
Any Other Black Background	BOTH
Chinese	CHNE
Any Other Ethnic Group	OOTH

Useful Links:

<https://www.stonewall.org.uk/>

<https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/rade-centre>

<http://www.educateandcelebrate.org/>

<https://www.theredcard.org/>

<https://www.mermaidsuk.org.uk/>

www.hants.gov.uk/emtas

<https://www.stophateuk.org/>

<http://report-it.org.uk/home>

<https://tellmamauk.org/>

<https://cst.org.uk/antisemitism/hate-crimes>

<http://www.galop.org.uk/>

<https://www.hampshire.police.uk>

<https://www.hampshire-pcc.gov.uk>

<https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/re-centre>

Appendix 3

HELP ORGANISATIONS

Advisory Centre for Education (ACE)	0300 0115 142
Children's Legal Centre	01206 714 650
KIDSCAPE Parents Helpline (Mon-Thurs, 9-1)	020 7823 5430
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice