

Millais School



Anti-Bullying (including Cyberbullying)

Policy May 2026

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Anti-Bullying Lead

- The named Anti-Bullying Lead is: **Chantal Warwick, Assistant Headteacher**
- They work with Directors of Year and pastoral teams to oversee the school's response to bullying
- They monitor patterns, support investigations, and ensure consistency

1. Purpose and Ethos

At Millais School, we are committed to creating a safe, inclusive and respectful environment where all students feel a strong sense of belonging.

Bullying in any form is not tolerated. We recognise that bullying can have a significant impact on a student's wellbeing, attendance and ability to learn. Our approach is proactive, relational and consistent, combining clear expectations with strong pastoral support.

We aim to:

- Prevent bullying through a whole-school culture of respect
- Respond promptly and effectively to all concerns
- Support all students involved
- Ensure clear systems and accountability

Parents/carers are expected to work in partnership with the school to resolve concerns and follow the school's complaints procedure where necessary.

This policy should be read alongside the Behaviour Policy, Safeguarding and Child Protection Policy, and Online Safety Policy.

2. Definition of Bullying

The Anti-Bullying Alliance definition: What is Bullying?

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.

This may include situations where a **single incident has the potential to be repeated** or where there is a **clear power imbalance**.

Types of Bullying

Bullying may take different forms, including:

- **Verbal** – name-calling, threats, teasing or derogatory language
- **Physical** – hitting, kicking, pushing, tripping or damaging property
- **Social** – spreading rumours, exclusion or deliberate isolation
- **Psychological/Emotional** – intimidation, humiliation or manipulation
- **Online/Cyberbullying** – harmful messages, images or posts; impersonation; exclusion online
- **Prejudice-based bullying** – including racism, sexism, homophobia, disabilitybased bullying or targeting related to any protected or personal characteristic
- **Sexual bullying** – unwanted physical contact or sexually inappropriate or abusive comments

Key Characteristics of Bullying Bullying is behaviour that is:

- **Intentional**
- **Repeated**, or has the potential to be repeated (including online)
- **Based on a power imbalance** (physical, social, emotional or digital)
- **Harmful**, causing distress, fear or a reduction in wellbeing

Examples of Bullying Behaviour Bullying may include:

- Verbal abuse or persistent name-calling
- Threats, coercion or demands for money or possessions
- Damaging, hiding or taking belongings
- Spreading rumours or false information
- Deliberate exclusion or social isolation
- Sending, posting or sharing harmful online content
- Unwanted physical contact

Where Bullying Can Occur Bullying can take place:

- In school
- On the way to and from school
- In the local community
- Online, including outside of school hours Online behaviour can:
- Occur outside of school but impact students within school
- Be persistent and widely shared
- Escalate quickly

Prejudice-based bullying is taken particularly seriously.

Bullying Beyond the School Day

The school recognises that bullying may take place outside of school, including online. Where this behaviour impacts students in school or the wider school community, it will be addressed in line with this policy and the Behaviour Policy.

The school may:

- Investigate incidents
- Apply sanctions
- Work with parents and external agencies where appropriate

In cases involving potential criminal behaviour, the school may liaise with the police.

Professional Judgement

Staff will use professional judgement to distinguish between:

- Relational conflict
- Inappropriate behaviour or “banter”
- Bullying (as defined above)

3. Roles and Responsibilities

All Staff

- Maintain high expectations of behaviour
- Challenge inappropriate language and behaviour
- Report all concerns promptly using school systems (e.g. Report Bullying Form, CPOMS)
- Support students and follow agreed procedures

Tutors

- Act as a first point of contact
- Deliver preventative curriculum through tutor time
- Monitor peer relationships and emerging concerns

Directors of Year / Pastoral Team

- Lead investigations into bullying incidents
- Ensure appropriate sanctions and support
- Track patterns and repeat behaviours

Senior Leadership Team

- Oversee consistency and quality of response
- Monitor data and trends
- Ensure staff training and policy implementation

Designated Safeguarding Lead (DSL)

- Lead on cases where bullying meets safeguarding thresholds
- Advise on risk, harm and external referrals

Students

- Treat others with respect
- Report concerns (for themselves or others)
- Contribute to a positive school culture

4. Prevention: A Whole-School Approach

We believe effective prevention is rooted in culture, not just response.

We promote this through:

- A structured tutor programme addressing respect, relationships and online behaviour
- Assemblies and themed events (e.g. Anti-Bullying Week)
- Curriculum opportunities to explore identity, diversity and equality
- Staff training on recognising and responding to bullying
- Visible and consistent expectations across the school

Staff will remain vigilant for signs that a student may be experiencing bullying, including:

- Changes in behaviour or engagement
- Avoidance of lessons or social times
- Withdrawal from peers
- Frequent reports of illness or distress

Staff receive regular training on recognising, preventing and responding to bullying. This includes all staff working with students.

We are committed to developing student voice and leadership, including opportunities for students to:

- Contribute to anti-bullying initiatives
- Act as role models and peer supporters
- Provide feedback on school culture and safety This aligns with best practice promoted by:
 - Anti-Bullying Alliance
 - The Diana Award

5. Reporting Concerns

Students are encouraged to report bullying through:

- Speaking to a trusted adult: a tutor, teacher or Director of Year
- Using the school reporting systems (Report Bullying Form)
- Students will be spoken to in a safe and appropriate environment, in line with safeguarding procedures. Staff must:
 - Take all reports seriously
 - Record concerns promptly using the school's safeguarding and behaviour systems (e.g. Report Bullying Form, CPOMS)
 - Avoid dismissing issues as "banter" Parents/carers can report concerns via:
 - Contact with tutors or pastoral staff
 - School communication channels
 - Report Bullying Form

Online incidents should be reported in the same way and may include:

- Screenshots or digital evidence
- Platform details

6. Response and Investigation

All reported concerns will be:

- Taken seriously
- Investigated promptly
- Recorded appropriately

Investigation may include:

- Speaking to all students involved
- Gathering witness accounts
- Reviewing online evidence • Identifying patterns over time **Key principles:**
 - Fair and consistent approach
 - Focus on both behaviour and impact
 - Consideration of context and vulnerability

7. Response Overview

When bullying is reported, the school will:

1. **Listen and take concerns seriously**
 - a. All reports are acknowledged and recorded
2. **Investigate promptly**
 - a. Staff will speak to all students involved

- b. Evidence will be gathered, including online content where relevant
3. **Take appropriate action**
 - a. Sanctions will be applied in line with the Behaviour Policy
 - b. Parents/carers will be informed where appropriate
4. **Provide support**
 - a. Support will be put in place for the student experiencing bullying
 - b. Intervention will be provided for the student displaying bullying behaviour
5. **Monitor and follow up**
 - a. Staff will check that the situation has improved
 - b. Further action will be taken if concerns continue

8. Sanctions and Support

Responses will be proportionate and may include:

- Restorative conversations
- Behaviour sanctions
- Parental involvement
- Pastoral support plans

Sanctions will be applied consistently in line with the school's Positive Relationships (Behaviour) Policy and published consequences framework.

Support will be provided for:

- **Students experiencing bullying**
 - Regular check-ins
 - Safe spaces and support networks
- **Students displaying bullying behaviour**
 - Reflection and behaviour support
 - Intervention to address underlying causes

9. Safeguarding Thresholds

All staff have a responsibility to escalate concerns immediately where safeguarding thresholds may be met. Some incidents of bullying may constitute **peer-on-peer abuse** and require safeguarding procedures.

This includes:

- Sexual harassment or sexual violence
- Harmful sexual behaviour (including online)
- Coercion, threats or exploitation
- Sharing of indecent images
- Targeted abuse linked to vulnerability In such cases:
 - The **Designated Safeguarding Lead must be informed immediately**

- Procedures will follow the Safeguarding and Child Protection Policy This reflects expectations from:

- Department for Education
- SWGfL

10. Information for Students

If you are being bullied or are worried about someone else:

- Tell a trusted adult as soon as possible
- You can speak to your tutor, Director of Year, or any member of staff
- You can bring a friend with you for support
- If something happens online, take a screenshot, or a photo of the screen on a separate device and report it

You will be listened to, taken seriously, and supported.

11. Understanding Bullying: Roles People Play

Bullying situations often involve different roles. Understanding these can help students recognise what is happening and how they can respond.

We use this language in school to support reporting, reflection and resolution.

Below is a diagram showing the different roles people can take in bullying situations.



This can help you:

- Understand what is happening
- Reflect on your own actions

- Explain situations clearly when reporting We use this same language in our reporting systems.

What can you do to help stop bullying?

Everyone has the power to make a difference.

You can:

- Be kind and include people who may be left out
- Not laugh or encourage bullying behaviour
- Speak up if something doesn't feel right
- Walk away and not join in
- Tell a trusted adult if you are worried about someone Even small actions can make a big difference.

If you are worried about bullying

- Talk to a trusted adult as soon as possible
- You can speak to your tutor, Director of Year, or any member of staff
- Bring a friend if that helps
- If it happens online, take a screenshot

Telling someone is the right thing to do.
It is not “snitching”—it is helping to keep people safe.

What happens if someone is bullying others?

Bullying is always taken seriously.

Students will be supported to:

- Understand the impact of their behaviour
- Take responsibility for their actions
- Repair relationships where appropriate This may include:
- Speaking with a member of staff
- Recording and reviewing what has happened
- Parental involvement
- Restorative work and reflection
- Actions to put things right

Possible consequences

In line with the school Behaviour Policy, this may include:

- A bullying warning and detention
- Report monitoring
- Behaviour contracts
- Restrictions (e.g. phone use where relevant)
- Reflection or intervention sessions
- Internal isolation or suspension in more serious or repeated cases

Where behaviour involves harm or risk, external agencies (including the police) may be involved.

12. Information for Parents and Carers

We take all concerns about bullying seriously and aim to work in partnership with parents/carers.

If you are concerned your child is experiencing bullying:

- Contact your child’s tutor or Director of Year in the first instance
- Provide as much information as possible, including dates, details and any evidence
- The school will investigate and keep you informed of outcomes where appropriate We

ask parents/carers to:

- Work with the school to resolve concerns
- Avoid escalating situations between students outside of school
- Follow the school’s complaints procedure if concerns remain unresolved

13. Vulnerable Groups

We recognise that some students are more vulnerable to bullying, including:

- Students with SEND
- Students with protected characteristics
- Students experiencing social or emotional difficulties We will:
 - Monitor these groups carefully
 - Provide targeted support
 - Ensure staff awareness

14. Monitoring and Evaluation

This policy is published on the school website

Key messages are shared with students through tutor time and displays

Parents/carers are informed through school communication systems

We will monitor:

- Frequency and types of incidents
- Patterns over time
- Outcomes of interventions

This will be reviewed by:

- Pastoral teams
- Senior leaders
- Governors

Student voice will be used to evaluate:

- Safety
- Belonging
- Effectiveness of systems

Findings will inform ongoing improvements to policy and practice.

15. Links to Other Policies

This policy should be read alongside:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy : Where bullying involves safeguarding concerns, the Safeguarding Policy takes precedence.

Frequently Asked Questions (FAQ)

What is the difference between bullying and banter?

Bullying is:

- Repeated
- Intentional
- Involves a power imbalance “Banter” or joking becomes bullying when:
- It is one-sided
- It causes harm or distress
- It continues after being challenged

Staff should focus on **impact, not just intent**.

Does it count as bullying if it only happens once?

Not always.

A one-off incident may be:

- Conflict
- Poor behaviour

However, it should still be taken seriously and recorded.

If there is:

- A clear power imbalance
- Significant harm
- Or risk of repetition (especially online) ...it may still be treated as bullying.

Does bullying outside school count?

Yes.

The school will respond to bullying that occurs:

- On the way to/from school
- In the local community
- Online (including outside school hours)

Where it impacts a student’s safety or wellbeing in school.

How should staff respond if a student says they are being bullied?

- Take it seriously
- Listen and reassure
- Do not dismiss as “banter”
- Record on CPOMS
- Follow the pastoral response process

When should I involve the DSL?

Immediately if there are safeguarding concerns, including:

- Sexual harassment or sexualised behaviour
- Sharing of images
- Coercion, threats or intimidation

- Targeted abuse of a vulnerable student When in doubt, **check with the DSL**.

What if both students say they are being bullied?

This may indicate:

- Relational conflict
- A breakdown in relationships Investigate fully and focus on:
- Patterns over time
- Power imbalance
- Impact on each student

Should parents be informed?

Yes.

Parents/carers should be informed when:

- Bullying is identified
- There are repeated concerns
- Significant incidents occur Communication should be:
- Clear
- Fact-based
- Focused on actions and next steps

What sanctions should be used?

Sanctions should:

- Follow the Behaviour Policy
- Be proportionate
- Be applied consistently They should also be combined with:
- Restorative work
- Pastoral support

How long should cases be monitored?

Typically:

- **2–4 weeks minimum** Monitoring should include:
- Student voice (do they feel safe?)
- Behaviour logs
- Staff feedback

When is a bullying case considered resolved?

A case can be considered resolved when:

- The behaviour has stopped
- The student reports feeling safe
- No further concerns are raised

All outcomes should be recorded on CPOMS.

What is the role of student voice?

Students should:

- Feel confident reporting concerns
- Be involved in shaping school culture
- Contribute to anti-bullying initiatives

This supports a **preventative, whole-school approach**.

What should I do if I'm unsure?

- Speak to your Director of Year or SLT
- Check with the DSL if safeguarding may be involved It is always better to:
- **Report early**
- **Ask for support**

Pastoral Guidance: Responding to Bullying Behaviour (2025–26)

(To be used alongside the Anti-Bullying Policy and Pastoral Flowchart)

Our Approach

- **Educational emphasis**
Our approach prioritises helping students understand the impact of their behaviour. We focus on building awareness, empathy and better decision-making.
- **Avoiding labels**
We do not label students as “bullies”. Instead, we recognise that bullying behaviours arise from poor choices and patterns of behaviour that can be addressed and changed.
- **Early intervention**
Initial responses focus on:
 - Stopping the behaviour
 - Supporting the student experiencing bullying
 - Helping the student responsible reflect and change
 - We draw on support such as Action Your Potential to support both understanding and behaviour change.
- **Escalation where needed**
Where behaviour persists, consequences escalate in line with the Behaviour Policy, including:
 - Internal isolation
 - Suspension
 - Where online behaviour is involved, additional controls may be put in place (e.g. phone restrictions).
- **Individualised response**
For more serious or repeated cases, a personalised behaviour agreement may be implemented. This is overseen by the Director of Year and may involve parents/carers.

Dealing with incidents of Bullying Behaviours Checklist for Pastoral Teams

The initial *Report Bullying Form* will give you a starting point for the investigation ...

Investigation Checklist...	Response
<p>Pastoral Investigation Checklist Use alongside the flowchart:</p> <ul style="list-style-type: none"> • Ensure all concerns are logged on CPOMS • Meet with reporting student(s) • Identify all students involved (including bystanders/upstanders) • Gather written statements • Review evidence (including online) • Build a clear timeline • Check for previous incidents / patterns 	<p>Check the Report Bullying Form twice a week eg. Monday / Wednesday</p>
Weekly Actions and Monitoring	

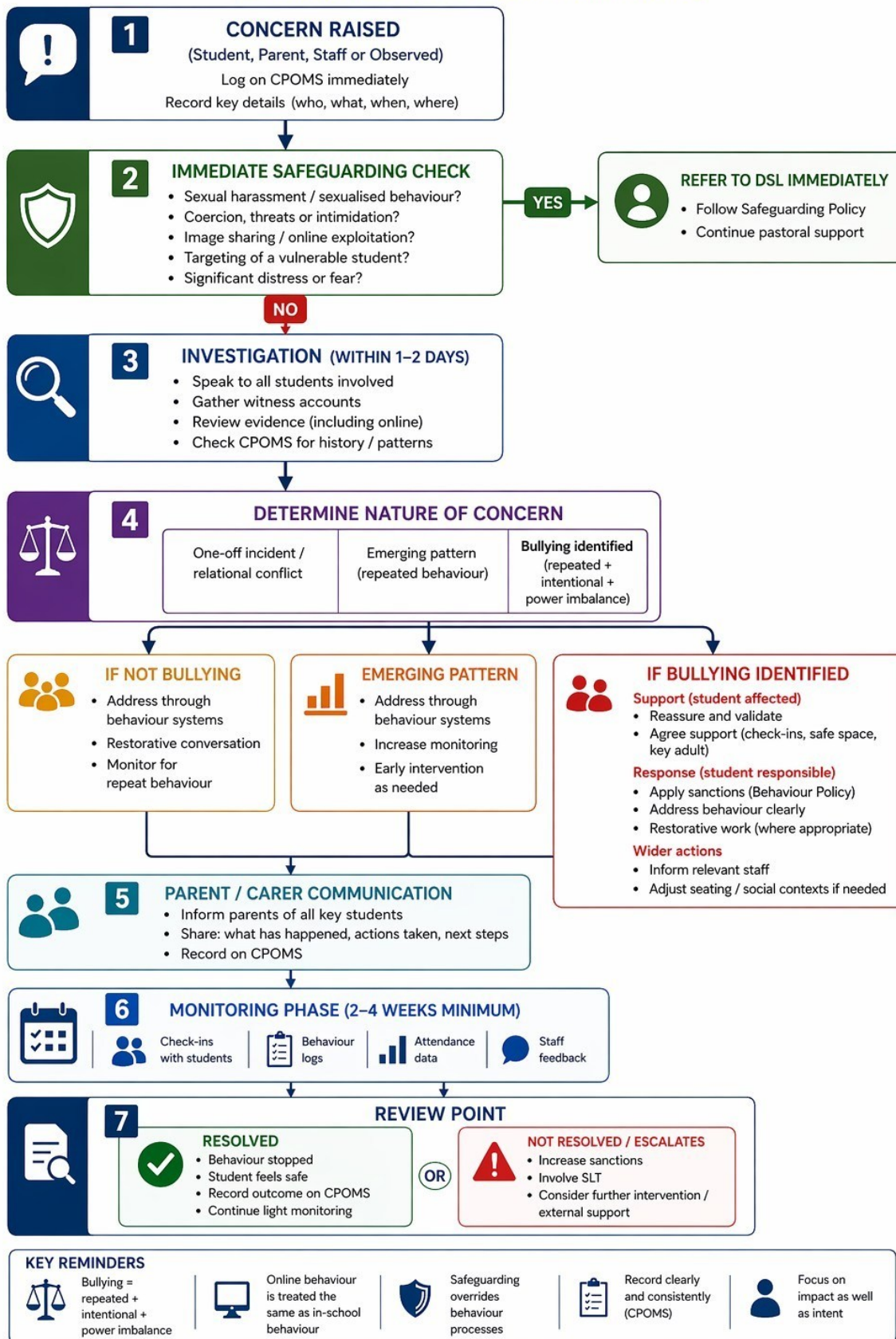
<p>Week 1 – Initial Response</p> <ul style="list-style-type: none"> • Meet with student(s) experiencing bullying • Listen carefully and gather full account • Record on CPOMS (including timeline and key details) • Reassure and agree immediate support 	<p>Parent Communication</p> <ul style="list-style-type: none"> - Contact parents/carers - Share known information - Outline next steps and support
<p>Week 2–3 – Investigation and Intervention</p> <ul style="list-style-type: none"> • Complete full investigation (aligned to flowchart) • Consider mediation or restorative work (where appropriate) 	<p>Begin targeted intervention:</p> <ul style="list-style-type: none"> - Pastoral support - AYP intervention (where relevant) - Tutor / curriculum input
<p>Week 2–4 – Support and Monitoring</p> <ul style="list-style-type: none"> • Provide ongoing support for the student experiencing bullying • Monitor peer interactions and behaviour • Adjust strategies where needed 	
<p>Week 4–6 – Review</p> <ul style="list-style-type: none"> • Conduct formal check-ins • Review: <ul style="list-style-type: none"> ○ Student voice (do they feel safe?) ○ Behaviour data ○ Staff feedback <p>➡ If resolved: move to light monitoring</p>	<p>➡ If ongoing: Escalation and Consequences:</p> <p>Where behaviour continues: - Apply increased sanctions in line with Behaviour Policy - Involve SLT</p> <ul style="list-style-type: none"> - Consider further intervention or external support <p>Where online behaviour is involved:</p> <ul style="list-style-type: none"> - Apply appropriate restrictions and monitoring
<p>Assessing Level of Concern – see below</p>	
<p>Low</p> <ul style="list-style-type: none"> • One-off or early-stage behaviour • Students responsive to mediation 	<ul style="list-style-type: none"> - Restorative conversation - Clear expectations set - Monitor (approx. 4 weeks)
<p>Medium</p> <ul style="list-style-type: none"> • Repeated behaviour or emerging pattern • Some understanding but inconsistent change 	<ul style="list-style-type: none"> - Clear consequences - Behaviour expectations reinforced - Possible targeted intervention (e.g. AYP) - Monitor (approx. 6 weeks)
<p>High</p> <ul style="list-style-type: none"> • Persistent behaviour • Lack of remorse or understanding • Significant impact on others 	<ul style="list-style-type: none"> - Escalate to SLT - Apply higher-level sanctions - Consider personalised behaviour agreement - Ongoing monitoring and support

Key Principles

- Act early – do not wait for escalation
- Focus on **impact as well as intent**
- Safeguarding concerns must be escalated immediately
- Record clearly and consistently (CPOMS)
- Maintain clear communication with parents/carers
- Keep the student at the centre of all actions

Pastoral Bullying Response Flowchart (2025–26)

For Directors of Year, Pastoral Teams and SLT



Further Information and Guidance

This policy is informed by current statutory guidance and best practice, including:

Key statutory and national guidance

- *Keeping Children Safe in Education (KCSIE)*
- *Preventing and Tackling Bullying* – Department for Education
- *Behaviour in Schools Guidance* – Department for Education
- *Working Together to Safeguard Children*

Specialist organisations and support

The school draws on guidance and resources from:

- Anti-Bullying Alliance – whole-school approaches and SEND support
- The Diana Award – student leadership and anti-bullying ambassadors
- SWGfL – online safety and digital safeguarding
- NSPCC – safeguarding and child protection
- Childnet – online safety resources

Additional areas of support

The school recognises the importance of specialist guidance in supporting vulnerable groups, including:

- SEND and additional needs
- Mental health and wellbeing
- Protected characteristics (including race, religion, gender and sexual orientation)
- Online safety and digital behaviour

Staff may draw on a range of external resources and agencies to support students as appropriate.

Date: April 2026

Completed by: Assistant Headteacher

1. Purpose of the Policy

This policy sets out the school's approach to preventing and responding to bullying, with a focus on creating a safe, inclusive environment where all students feel a sense of belonging.

2. Impact on Students and the School Community

The policy is designed to have a **positive impact on all members of the school community** by:

- Promoting respectful relationships
- Ensuring clear systems for reporting and responding to concerns
- Providing support for students experiencing bullying
- Addressing behaviours in a consistent and educational way

3. Consideration of Protected Characteristics

The policy has been reviewed to ensure it is inclusive and responsive to the needs of students with protected characteristics under the Equality Act 2010.

Particular attention has been given to:

- Students with SEND
- Students from minority ethnic backgrounds
- Students of different religions or beliefs
- LGBTQ+ students
- Students experiencing social, emotional or mental health needs

The policy recognises that these groups may be more vulnerable to bullying and outlines appropriate support and monitoring.

4. Use of Data and Evidence

The development of this policy is informed by:

- Behaviour and safeguarding data
 - Pastoral records (e.g. CPOMS)
 - Student voice
 - National guidance and best practice
- Data is used to:
- Identify patterns and trends
 - Monitor the impact on different groups
 - Inform targeted interventions

5. Potential Impact

No negative impact has been identified.

The policy is expected to have a **positive impact across all groups**, particularly in:

- Improving safety and wellbeing
- Increasing reporting confidence
- Supporting vulnerable students

6. Further Assessment

A full Equality Impact Assessment is not required at this stage.

The impact of the policy will be monitored through ongoing review of behaviour, safeguarding and student voice data.