



MILKOM SCHOOL

ANTI-BULLYING POLICY

2026/2027

At the time of publishing the following roles were held:

Headteacher	Mr S Kelly
Assistant Headteacher (Student Support)	Mrs K Knowles
Governor with Behaviour responsibility	Mr J Hudson

Approved by

Name:	Mrs E Mason
Position:	Chair of Governors
Signed:	<i>E. Mason</i>
Date:	September 2026
Review date:	September 2027

Table of Contents

Contents	Page
Policy Statement	3
Aims & Objectives	3
Definition of Bullying	3
Reporting Bullying	4
Procedures for Responding to Bullying	5
Support for Students	5
Sanctions	5
Bullying Outside of School	6
Prevention & Education	6
Monitoring & Evaluation	6
Roles & Responsibilities	7
Appendix 1 – Restorative Interventions Guide	8
Appendix 2 – Further Sources of Information	9

1. Policy Statement

At Millom School, we believe every student has the right to feel safe, valued, and respected and be able to work and learn in a disciplined, caring and purposeful environment free from any acts of intimidation, discrimination, aggression or bullying. Bullying in any form is unacceptable and will not be tolerated. Our approach to anti-bullying is rooted in our core values:

- **Empathy** – We listen, understand, and support all individuals affected by bullying.
- **Equity** – We ensure fair treatment and protection for all, regardless of background or identity.
- **Excellence** – We strive for a culture of kindness and respect that enables all students to thrive.
- **Empowerment** – We equip students with the confidence and tools to speak out and support others.

2. Aims and Objectives

- To create a safe, inclusive environment where bullying is actively prevented.
- To ensure all students, staff, and parents understand what bullying is and how to report it.
- To respond to all reports of bullying promptly, fairly, and effectively.
- To support both the target and the perpetrator to ensure long-term resolution and learning.
- To promote a culture of **telling**, where students feel confident to speak up and tell a member of staff in the full knowledge that they will be listened to and receive a prompt, appropriate and sensitive response. This extends to parents and/or carers who are encouraged to report changes in their child's behaviour or suspicions that their child is a target of, or perpetrator of bullying.

3. Definition of Bullying

Bullying is defined by the Anti-Bullying Alliance as:

“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** – hitting, kicking, theft
- **Verbal** – name-calling, threats, discriminatory remarks
- **Emotional** – exclusion, manipulation, humiliation
- **Cyber** – online abuse, spreading rumours, sharing harmful content

Bullying is any form of deliberate behaviour, by an individual or group, repeated over time which intentionally causes hurt or distress physically or emotionally to another individual or group. Where deliberately unkind behaviour is aimed against targets with protected characteristics and rooted in these protected characteristics we will also define bullying as single cases from one party on the grounds that unfortunately this may not be the first time a target has had to endure discrimination.

Bullying has many forms – e.g. physical, verbal, emotional or electronic (cyber-bullying). A bully is someone who targets others and makes them unhappy or frightened over a period of time. They may do this by:

- Threatening behaviour (psychological, intimidation)
- Discriminating on the grounds of race, disability, sexual orientation, gender identity, sex, religion or belief
- Using physical violence
- Using unpleasant words – insulting comments, mocking verbal abuse
- Making appearance related derogatory comments
- Stealing property, taking or demanding money
- Deliberately upsetting people
- Sending unpleasant text messages/images
- Using the internet, MSN, snapchat, Instagram, tik tok or other technology/social media platform to spread unpleasant rumours (cyber bullying).

Single, one-off incidents are not usually bullying, but if they are repeated, they must be reported and will be dealt with by the school. We are aware that bullying can happen anywhere, but we strongly believe that wherever students are they have the right to be safe. Nobody has the right to deliberately make anyone else unhappy.

In addition, Millom School recognises that **even a single discriminatory incident** (e.g. racism, homophobia, ableism) may constitute bullying and will be treated seriously.

Safeguarding Children and Young People

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’. Where this is the case, school staff should report their concerns as

per the Children Protection Policy and Procedures. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

4. Reporting Bullying

At Millom School we aim to create a Culture where all students, staff and parents feel safe to report bullying, confident that any concerns will be dealt with appropriately

Students, parents, and staff can report bullying via:

- Tutors
- Directors of Learning and Standards (DoLS)
- Learning Mentors
- Mrs Knowles (Safeguarding Lead)
- Any trusted member of staff
- The online reporting form

All reports will be taken seriously and acted upon swiftly.

5. Procedures for Responding to Bullying

It is important that all reported cases of alleged bullying are responded to swiftly and appropriately.

When bullying is reported:

1. The incident is logged on Go4Schools and/or CPOMS.
2. The Tutor, DoLS or Safeguarding Lead investigates and interviews those involved.
3. Parents/carers are informed.
4. Restorative practice may be used where appropriate.
5. A support plan may be created for the target and, where necessary, the perpetrator.
6. A Bullying or Behaviour plan may be completed
7. Follow-up monitoring is conducted to ensure resolution.

6. Support for Students

It is important that all students feel supported when cases of bullying are reported.

Targets of bullying will be:

- Listened to and reassured
- Offered regular support
- Encouraged to rebuild confidence and self-esteem
- Supported through restorative conversations if appropriate

Perpetrators will:

- Be held accountable for their actions
- Be supported to understand the impact of their behaviour
- Engage in restorative practice and reflection
- Be monitored and supported to change behaviour

7. Sanctions

Bullying in any form will not be tolerated at Millom School and bullying related incidents will be dealt with seriously. Each incident will be investigated thoroughly and parents will be kept fully informed of the outcome of such investigations. Sanctions applied will depend upon the individual incident but will be proportionate and may include:

- Loss of privileges (e.g. trips, leadership roles)
- Detentions or isolation
- Change of seating or group
- Removal from school transport (in the case of repeated bullying on school transport)
- Fixed-term suspension
- Permanent exclusion (in severe cases)

Sanctions will be applied in line with the Millom School Behaviour Policy and Equality Act 2010.

8. Bullying Outside School

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town centre. This also relates to any bullying that happens at any time on any social media platform. When such incidences result in bullying in school or during school hours staff will investigate and sanction accordingly

.

The head teacher should also consider whether it is appropriate to notify the police or other external organisations in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. This also includes any inappropriate or misuse of Social Media.

Where it affects school life Millom School will respond to bullying that occurs:

- On the way to/from school
- On school transport
- Online or via social media
- In the community

The Headteacher may involve external agencies, including the police, where necessary.

9. Prevention and Education

At Millom School we believe that prevention and education is the most effective way to prevent bullying.

Millom School promotes anti-bullying through:

- Personal Development curriculum (including PSHRE and CEIAG)
- Assemblies and themed weeks (e.g. Anti-Bullying Week)
- Tutor time activities
- Staff training and updates
- Student leadership and Wellbeing Ambassadors
- Visible signage and reporting tools

10. Monitoring and Evaluation

Effective monitoring and evaluation of reported incidents of bullying are important in creating an Anti-Bullying Culture. At Millom School this includes the following:

- Bullying incidents are monitored termly by the Safeguarding Lead.
- Data is shared half-termly with SLT.
- The policy is reviewed annually with input from staff, students, and parents.

11. Roles and Responsibilities

All staff have responsibility to promote and create an Anti-Bullying Culture. All staff are responsible for responding to and reporting bullying. In addition, the following staff have specific responsibilities.

- **Assistant Headteacher – Safeguarding Lead:** Overall responsibility for policy implementation.
- **Directors of Learning and Standards:** Lead investigations and support students.
- **Tutors:** Monitor wellbeing and report concerns.
- **All Staff:** Promote respectful behaviour and challenge bullying.
- **Students:** Speak up, support peers, and model Empathy and Equity.
- **Parents/Carers:** Report concerns and work in partnership with the school.

Appendix 1 - Restorative Interventions – Practice Guide

Commitment

Provide an opportunity for those involved where:

- The ringleader and any supporters learn the effect of an action on others
- Those affected are heard and acknowledged
- Responsibility is taken with appropriate actions to make things right
- A positive learning experience is created

Process

1. First ask the target of bullying what happened, to express their feelings and needs and offer support.

2. Next ask the ringleader and any supporters what happened, identify who has been affected and how their actions have

affected them.

3. Finally ensure everyone understands the outcome and individual responsibilities

Avoid

- Asking ‘Why?’
- Thinking you already know what happened
- Giving your opinion
- Interrupting
- Losing patience
- Leading interventions when you have been affected.

Find out

- What happened?
- What were you thinking about when this happened?
- Could you tell us what happened?
- What did you think when you realised what had happened?

Acknowledge

- Who has been affected by what happened?
- How do you think has been affected?
- How do you feel about what happened?
- What has been difficult about this for you?

Responsibility

What do you need to happen to make things right?

What do you need to happen next?

What do you need to do to make things right?

What do you think needs to happen next?

Appendix 2 - Further Sources of Information

- DfE Preventing and Tackling Bullying. Advice for School Leaders, Staff and Governing Bodies
- DfE Behaviour and Discipline in Schools Guidance
- <http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-forheadteachers-and-school-staff-onbehaviour-and-discipline>

Legislative links:

- Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)
- Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))
- The Equality Act 2010

Specialist Organisations:

- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beat bullying have developed the Cyber mentors peer support programme for young people affected by cyber bullying.
- Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyberbullying:

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

LGBTQ+:

- EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBTQ+ equality in education.
- Stonewall: An LGBTQ+ equality organisation with considerable expertise in LGBTQ+ bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEN/D:

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people