



# Melbourne Junior School Anti-Bullying Policy 2025



## Policy Statement

Melbourne Junior School is committed to providing a safe, inclusive environment where every child feels a sense of **Belonging**, is supported to achieve their **Ambition**, and is empowered to **Participate** fully in school life. Bullying of any kind is unacceptable and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated. This policy reflects our commitment to the **UN Convention on the Rights of the Child (UNCRC)** and the principles of the **Rights Respecting Schools Award (RRSA)**.

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## Definition of Bullying

Bullying is **repetitive, intentional behaviour** that hurts another individual or group, involving an **imbalance of power**. It can be:

- **Physical** (hitting, kicking, taking belongings)
- **Verbal** (name-calling, threats)
- **Indirect** (spreading rumours, social exclusion)
- **Cyberbullying** (online harassment) [[anti-bully.nce.org.uk](http://anti-bully.nce.org.uk)]

Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

(DfE “Preventing and Tackling Bullying”, July 2017).

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## Legal and Statutory Framework

- Section 89 of the **Education and Inspections Act 2006** requires schools to have measures to prevent bullying as part of their behaviour policy.
- The **Equality Act 2010** obliges schools to eliminate discrimination and foster good relations.
- This policy complements **Keeping Children Safe in Education** and safeguarding duties. [[assets.pub.ice.gov.uk](http://assets.pub.ice.gov.uk)]

## Aims

- Promote a culture of **respect and rights** in line with RRSA.
  - Ensure pupils feel safe, valued, and able to learn free from fear.
  - Respond promptly and effectively to all bullying incidents.
  - Empower pupils to speak out and participate in solutions.
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## Links to School Values

- **Belonging:** Every child has the right to feel included and respected.
  - **Ambition:** Bullying undermines achievement; tackling it supports every child's potential.
  - **Participation:** Pupils are involved in creating class charters, peer support systems, and decision-making about anti-bullying strategies.
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## Prevention Strategies and Identifying and Responding to bullying

### Prevention strategies:

- **Curriculum:** PSHE, assemblies, and RRSA activities to teach empathy, respect, and rights.
- **Charters:** Class and playground charters co-created with pupils, linked to UNCRC Articles.
- **Staff Training:** Regular CPD on recognising and addressing bullying.
- **Student Voice:** School Council and RRSA Steering Group monitor and review anti-bullying work.
- **Online Safety:** Education on safe digital behaviour and reporting cyberbullying.

### The School Community Will

- Foster an inclusive environment built on respect, care, and equality.
- Work with staff and external partners to identify and challenge all forms of prejudice-driven bullying.
- Embed opportunities to develop pupils' social and emotional skills, resilience, and empathy.
- Provide clear, accessible ways for pupils, staff, and parents to report concerns and seek support.
- Challenge any practice that undermines tolerance, respect, or non-discrimination.

- Address bullying through curriculum, assemblies, displays, peer support, and student voice.
  - Keep approaches up to date with technology and promote positive online behaviour.
  - Train all staff to recognise, record, and respond to bullying effectively.
  - Gather and analyse concerns to inform proactive prevention strategies.
  - Create safe spaces for vulnerable pupils.
  - Use restorative and supportive techniques to resolve issues.
  - Work collaboratively with agencies and the wider community.
  - Celebrate achievements to build a positive, respectful school culture.
  - Be encouraged to use social media responsibly.
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### **Involvement of pupils**

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have

### **Liaison with Parents and Carers**

We Will:

- Share key information on bullying, including policies and contacts, in clear and accessible formats.
- Make sure parents/carers know who to contact if they have concerns.
- Provide clear guidance on our complaints procedure and how to use it.
- Signpost parents/carers to independent advice and support.

- Work with families and the wider community to tackle bullying beyond the school gates.
  - Encourage parents/carers to model positive behaviour online and offline.
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## Graduated Response to Bullying

This graduated response ensures that **all bullying is taken seriously**, responded to **promptly and proportionately**, and handled using a **restorative, supportive, and rights-respecting approach**, in line with school values of **Belonging, Ambition, and Participation**

Anti bullying 2025

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### Level 1 – Early Intervention & Low-Level Concerns

(One-off incidents, unkind behaviour, playground fallouts, low-level online issues)

#### Examples:


- Name-calling
- Friendship disputes
- Social exclusion (not yet repetitive)
- Unkind online comments (single incident)

#### Immediate Actions:

- Adult listens, reassures, and clarifies facts.
- Behaviour addressed **immediately** with all pupils involved.
- Restorative conversation facilitated.
- Victim reassured and supported emotionally.
- Clear expectations reinforced using:
  - Class charters
  - School values
  - RRSA rights language
- Parents informed **where appropriate**.
- Incident logged on **MyConcern** if patterns are emerging.

### Support Provided:

- Check-ins with class teacher or TA.
- Social skills support as needed.
- PSHE or RRSA-linked interventions reinforced.

 **Aim:** Prevent escalation and rebuild relationships early

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### Level 2 – Emerging or Repeated Bullying

(Repeated behaviour, imbalance of power forming, emotional harm evident)

#### Examples:

- Ongoing teasing or name-calling
- Repeated exclusion
- Targeted online messaging
- Prejudice-related comments

#### Required Actions:

- Formal investigation by class teacher or Phase Leader.
- Incidents recorded on **MyConcern**.
- Victim and perpetrator spoken to separately.
- Parents informed **promptly**.
- Restorative meeting facilitated where appropriate.
- Behaviour support plan put in place.
- Increased supervision at key times.

#### Support for Victim:

- Named trusted adult
- Safe spaces provided
- Emotional wellbeing support
- Regular wellbeing check-ins

#### Support for Perpetrator:

- Behaviour mentoring
- Reflection tasks linked to RRSA values
- Targeted PSHE or pastoral intervention



**Aim:** Stop the behaviour, reduce harm, and teach positive alternatives

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### **Level 3 – Serious or Persistent Bullying**

**(Sustained, targeted, harmful behaviour; safeguarding concerns)**

#### **Examples:**

- Ongoing physical bullying
- Sustained cyberbullying
- Prejudice-based bullying
- Threats, coercion, or intimidation

#### **Immediate Actions:**

- **Referred to SLT and DSL immediately**
- Full safeguarding assessment completed.
- Parents/carers informed the same day.
- Formal written records on **MyConcern**.
- Immediate protective measures for the victim.
- Risk assessment completed.
- Possible referral to external agencies.


#### **Sanctions (as per Behaviour Policy):**

- Loss of privileges
- Internal exclusion
- Fixed-term exclusion (if required)

#### **Ongoing Support:**

- Victim:
  - Counselling or mentoring

- Safe timetable adjustments
- Perpetrator:
  - Behaviour intervention plans
  - Agency support
  - Alternative provision strategies if needed

 **Aim:** Ensure immediate safety, prevent reoccurrence, and meet safeguarding duties

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## Level 4 – Extreme or Criminal Behaviour

(Serious harm, risk to life, criminal thresholds crossed)

### Examples:

- Serious physical assault
- Sexual harassment or abuse
- Hate crime
- Threats involving weapons
- Malicious online exploitation

### Mandatory Actions:

- Immediate safeguarding response.
- DSL and Headteacher leadership.
- External agency referral (Police, Social Care).
- Full written safeguarding record.
- Outcomes shared with Governors where appropriate.

 **Aim:** Protect life, meet legal obligations, and maintain community safety

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### Reporting and Responding

- All staff must take reports seriously and act immediately.
- Incidents recorded on MyConcern
- Support offered to both victim and perpetrator, including restorative approaches.

- Parents informed promptly.
- Serious cases referred to SLT and safeguarding lead.

In line with **Keeping Children Safe in Education (KCSIE)** guidance, staff may speak to a child **without parental permission** if it is necessary to:

- Establish the facts of a safeguarding concern.
- Ensure the child's immediate safety and well-being.

This will always be done sensitively, in a safe environment, and recorded appropriately.

Parents/carers will be informed **as soon as it is safe and appropriate to do so**, unless doing so would put the child at further risk. Once appropriate action has been taken, parents/carers should aim to support school. If parents are not happy with the outcome of the actions taken, they have the right to follow the Formal Complaints Procedure.

## Monitoring and Review

- Termly analysis of bullying incidents.
- Annual review of policy with input from pupils, staff, governors, and parents.
- Policy published on school website and shared with the community.

## Key RRSA Articles Referenced

- **Article 19:** Protection from harm.
- **Article 12:** Right to be heard.
- **Article 28:** Right to education.
- **Article 31:** Right to play and leisure.



## Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997

- The Malicious Communications Act 1988
  - Public Order Act 1986
  - The Computer Misuse Act 1990
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### Responsibilities

- **Governors:** Monitor and review this policy regularly.
- **Leadership and Staff:** Understand and implement the policy consistently.
- **Headteacher:** Communicate the policy and ensure fair application of disciplinary measures.
- **All Staff:** Support and uphold the policy in daily practice.
- **Parents/Carers:** Work in partnership with the school to support their children.
- **Pupils:** Follow the policy and treat others with respect.

The named Governor with lead responsibility for this policy is:

**Luke Sherriff**

The named member(s) of staff with lead responsibility for this policy is:

**Danielle Martin, Fiona van Rooyen and Anna Missin**

### **Monitoring & review, policy into practice**

This policy was approved by the Governing Body on:

This policy will be monitored and reviewed on:

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

Signed

Chair of Governors

Date

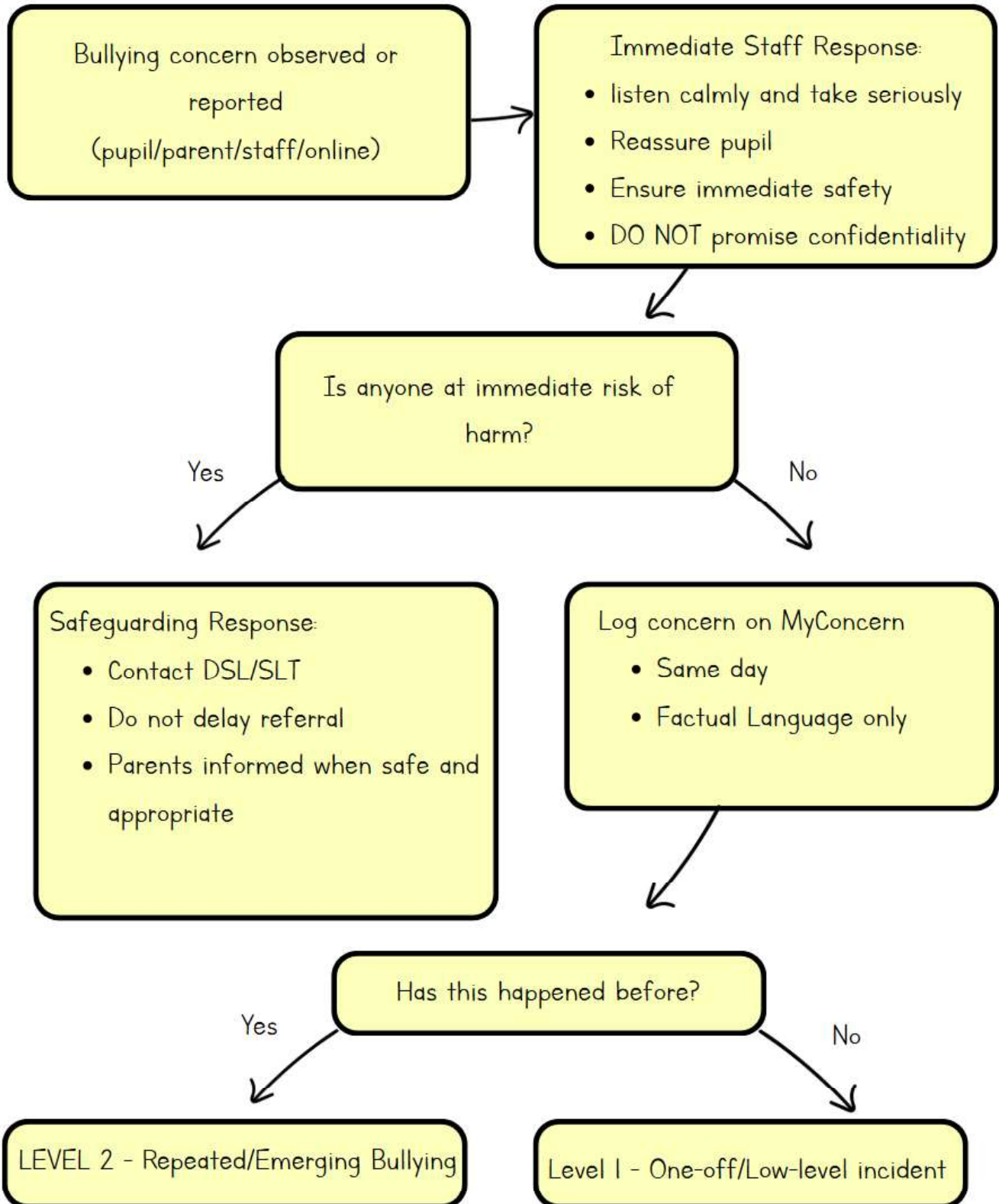
Signed

Headteacher

Date



# Anti-Bullying Response Flowchart 2025



 LEVEL 2 - Repeated/Emerging Bullying

Class teacher investigates:

- Separate pupil statements
- Pattern checking
- Parents informed

 Level 1 - One-off/Low-level incident

Class teacher handles immediately

- Restorative conversation
- Expectations reinforced
- Victim supported

Support and Intervention Plan

- Victim wellbeing support
- Increased supervision


Monitor and Review

- Log if pattern develops
- Parent contact if needed

Does the bullying continue or  
escalate?

Yes

No

 Level 3 - Serious or Persistent Bullying

Case monitored and closed when  
stable.

SLT and DSL:

- Full safeguarding assessment
- Parents informed same day
- Formal sanctions (Behaviour Policy)
- External agency referral if required
- Safety and risk plan in place

 Level 4 - Extreme/Criminal Behaviour

- Police/Social Care referral
- Immediate Headteacher involvement
- Governors informed as appropriate