



School Improvement Committee

Anti-Bullying Policy

November 2025

Review Date: November 2027

Company No. 07560175

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Introduction

As a school we aim to provide a safe, caring and supportive climate for learning for all our students to allow them to improve their life chances and help them maximise their potential. We would expect students to act safely and feel safe in school, with an understanding of issues relating to bullying and feel confident in being able to seek support from school should they feel unsafe or at risk of bullying.

We would also want parents to feel confident that their children are safe and cared for in school. Any incidents that are reported to the school, will be dealt with promptly and appropriately.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

Policy Development

This policy was formulated in consultation with the whole school community with input from:

- Members of staff through meetings.
- Parents and Carers through response to questionnaires.
- Children and young people through student voice, feedback in Relationship, Sex and Health Education (RSHE) lessons and through surveys.
- The Anti-Bullying Ambassadors and the Wellbeing ambassadors.
- Other partners including Local Authority (LA) services.
- Trustees

This policy is available:

- Online through the school website.
- From the school office.
- Student friendly versions will be developed by the Anti-Bullying Ambassadors

Roles and Responsibilities

The Headteacher has overall responsibility for the policy and its implementation and liaising with the Board of Trustees, parents/carers, the Local Authority and outside agencies. The Headteacher will delegate the daily implementation of this policy to the Heads of School, who will act as our Anti-Bullying Coordinators.

The Anti –bullying Coordinators have the following responsibilities:

- Policy development and review involving students, staff, trustees, parents/carers and relevant local agencies.
- Implementing the policy.
- Monitoring and assessing the policy's effectiveness in practice.
- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents in conjunction with Heads of Year.
- Managing the reporting and recording of bullying incidents.

- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.

There is a **nominated Trustee** with the responsibility for Anti-Bullying. If you wish to contact this Trustee, please contact the Headteacher's PA.

Definition of Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- deliberately hurtful.
- repeated, often over a period of time.
- difficult to defend against.

Sometimes unintentional behaviour can still be bullying in effect therefore the school may consider one's intent vs impact of the behaviours. Single incidents can constitute bullying if they meet other criteria.

We seek to ensure that all students feel safe at school and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our Behaviour Policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, online or written means and can be directed at both staff and students. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is embedded within our 3D curriculum and everything we do at the school. It is made very clear to students what is expected of them in terms of respecting their peers, and members of the public or staff. Any intentional breach of this, will result in disciplinary action.

Occasionally, an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent, if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required. [Students are advised to use the reporting mechanisms on specific platforms](#) as informed via the RSHE curriculum and assemblies, including the 'Report Remove' tool to support any student who may have fallen victim to deepfake AI generated images.

What does bullying look like?

Bullying can include:

- Name calling.
- Taunting
- Mocking
- Making offensive comments.

- Physical assault.
- Taking or damaging belongings.
- Cyber bullying – inappropriate text messaging, social media, emailing; sending offensive or degrading messages by phone or via the internet.
- Producing offensive graffiti.
- Gossiping and spreading hurtful and untruthful rumours.
- Excluding people from groups.
- Spreading disinformation, false information, or misleading content about individuals online or via social media or verbally
- Bullying related attempts to pressure students to adopt particular ideologies

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

Why are children and young people bullied?

Specific types of bullying include:

- Hate crime related bullying of children with special educational needs or disabilities, homophobic bullying or related to race, religion or culture.
- Bullying related to appearance or health.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Bullying based on gender identity and transgender status
- Bullying related to sexual orientation and homophobic/biphobic/transphobic bullying
- Bullying of students with SEND especially neurodivergent students (autism, ADHD, dyslexia)
- Bullying of students with specific medical needs
- Bullying of students who attend alternative provision or struggle to attend school for emotional reasons (EBSA).

There is no hierarchy of bullying – all forms should be taken seriously and dealt with appropriately.

Where does bullying take place?

Bullying is not confined to the school premises. New advice for school leaders to help with this problem and its effects on children acknowledges that the problem also persists outside school in the local community, on the journey to and from school and may continue into Further Education.

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Bullying can take place between:

- Young people.
- Young people and adults.
- Between adults.

- Individuals, or groups.
- Online and offline, including during gaming, social media, group chats

Reporting and responding to bullying

The school has clear and well publicised systems to report bullying for the whole school community (including staff, trustees, parents/carers, children and young people). This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Guidance for students

If you are being bullied or harassed:

- Remember it is not your fault.
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied or harassed:

- All bullying and harassment is wrong and you do not have to stay silent about it.
- Tell an adult or somebody you trust about what has happened straight away. Adults in school have a responsibility to give you help and support around bullying.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying.
- Report the incident online using Tootoot, attaching any evidence if relevant, this can also be done anonymously.

When you are talking to an adult about bullying be clear about:

- What has happened to you.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.
- Whether you have reported online bullying using the appropriate reporting mechanisms

If you experience bullying or harassment by mobile phone, text messages, social media or e-mail:

- Don't retaliate or reply.
- Save the evidence – do not delete anything.
- Make sure you tell an adult who you trust.
- Report the incident online using Tootoot, attaching any appropriate online material if relevant, this can also be done anonymously.
- Contact your service provider or look at their website to see where to report incidents.
- Be careful who you give your mobile phone number or e-mail address to.
- Make a note of exactly when a threatening message was sent.

Guidance for parents/carers

If your child has been bullied or harassed:

- Calmly talk with your child about their experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that they have done the right thing in telling you about the bullying.
- Explain to your child that should any further incidents occur; they should report them to an adult in school immediately.
- Make an appointment to see your child's tutor or Head of Year or a Student Support Manager.
- Explain the problems your child is experiencing to the member of staff.
- [Ask whether a referral to the Mental Health Support Team would be beneficial to support with any trauma or psychological impacts of bullying](#)

When talking with members of staff about bullying or harassment:

- Bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of the incident.
- Be as specific as possible about what your child says has happened. Give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Make an appointment to discuss the matter with the Head of Year, Head of Upper/Lower School as appropriate.
- The school's complaints procedure explains how matters can be escalated further if necessary.

If your child is displaying bullying behaviour towards others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Model healthy relationships and interactions with your child.
- Make an appointment to see your child's tutor or Head of Year and explain the problems your child is experiencing as well as discussing how you can work together to stop them bullying others.
- Regularly check-in with your child about how they feel in school.
- Give your child lots of praise and encouragement when they are co-operative or kind to other people.

If your child is experiencing any form of cyber bullying/online hate:

- Ensure your child is careful in whom they share their mobile phone number, social media and e-mail address with.

- Check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations. Do not delete messages.
- If the bullying involves a student from The Mountbatten School, contact the school to report this.
- Contact the service provider to report the incidents.
- If the cyber-bullying is serious and a potential criminal offence has been committed, you should consider contacting the police.

Guidance for adults experiencing bullying or harassment

The responses may be broadly similar or vary greatly, if it is an adult being bullied. If you are experiencing bullying as an adult:

- Share your concerns with a trusted colleague.
- Seek advice and information from your union or professional association.
- Make a record of all incidents and date them.
- If you feel your situation is not being resolved then you should follow the school's formal procedures as adopted by the Board of Trustees. This initially involves speaking to a member of SLT, or if the incident involves a member of the SLT, the Headteacher.
- If the incident involves the Headteacher, staff should contact the Chair of Trustees.

Staff may experience student-to-staff cyberbullying and the advice given above would be applicable in such circumstances. The school may wish to report online incidents to specific platform providers such as Tik-Tok and report to the Professionals Online Safety Helpline (helpline@saferinternet.org.uk / 0344 3814772) for further advice. If there has been a breach of the Behaviour Policy, an appropriate sanction may need to be considered and the appropriate external agencies including the police would be involved if criminal activity had taken place.

Procedures

All reported incidents will be taken seriously and investigated.

Outline of the steps the school will take in the event of a bullying incident occurring:

- Interviewing all parties to ascertain all sides of the situation.
- Informing parents of the situation.
- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy.
- Implement appropriate actions and support - solution focused, restorative approach, circle of friends, individual work with victim or perpetrator.
- If appropriate, external agencies may be used, for example police, school nurse or a targeted support service.
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the Head of Year who deals with the incident on Epraise and this will be accessed by the Heads of School in their role as Anti-Bullying Coordinators.

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by Heads of Year in regular line management meetings.

This information will be presented to Trustees through the Headteacher's Report.

The policy will be reviewed on a three-year cycle.

Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our students we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Involvement in the Healthy Schools Programme.
- Annual Anti-Bullying week.
- RSHE lessons promoting healthy relationships and interactions.
- Specific curriculum input on areas of concern including cyber-bullying and internet safety.
- Student voice through the House Council, the Anti-Bullying Ambassadors and Wellbeing ambassadors
- Restorative justice.
- Counselling and/or mediation schemes.
- Assemblies specifically delivered by the Safeguarding Team

Support for all school staff

Staff training

Policy
Behaviour Policy
Safeguarding Policy
Acceptable use policy
Equalities policy
Confidentiality Policy
PDL and Careers education
Staff Code of Conduct

Reference documents and related policy documents – National:

- Preventing and tackling Bullying – Advice for Headteachers, Staff and Governing Bodies (October 2014)
- Behaviour and Discipline in School- Guide for Head Teachers and School Staff (Feb 2014)
- Embedding anti-bullying work in schools – DCSF-00656-2007
- Homophobic bullying – DCSF – 00668-2007
- Cyberbullying – DCSF – 00658-2007
- Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008
- Keeping Children Safe in Education (September 2016)

Cyber bullying - supporting school staff –

<https://www.childnet.com/ufiles/4-Cyberbullying-Supporting-School-Staff.pdf>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying Advice for Headteachers and School Staff 121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

Cyberbullying - A whole school community issue

<https://archive.org/details/pdfy-RvKCU-l3DJ1y4pAU/page/n7/mode/2up>

Local

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/bullying>

Useful organisations:

Anti-bullying Alliance (ABA) - <https://www.anti-bullyingalliance.org.uk/>

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Add in Diana awards

Mencap – <https://www.mencap.org.uk/>

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

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

Educational Action Challenging Homophobia (EACH) – <https://each.education/>

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a free phone helpline.

School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

Lesbian, Gay, Bisexual and Transgender Communities:

In the Hampshire area there are several projects that you can get in touch with, which are specifically designed for young people who are exploring their sexuality or who identify as LGBT.

<https://www.hants.gov.uk/socialcareandhealth/getiton/supportservices/lgbt-communities>

Signed:

Date:

Chair of Board of Trustees

(Signed copy kept in school)