



Anti-Bullying Policy

September 2024

Our Vision

At Ickford School we believe that everyone has the right to feel safe, secure and respected within a caring, environment regardless of gender, race or social circumstance. As a community, we are committed to living, working and growing together as one within a Christian ethos. We believe that it is everyone's responsibility to play an active part in the prevention of bullying and essential that everyone recognises it will not be tolerated. The purpose of this policy is to define bullying, to provide preventative strategies for both children and adults and to outline the consequences and sanctions for those who transgress.

School Aims

- To value each child as an individual with special abilities, gifts and needs and to ensure that they have equal access to all aspects of school life and an enjoyable education.
- To create a stimulating yet orderly and safe environment conducive to learning in which children are encouraged to be creative, independent and confident, lifelong learners.
- To foster an environment that allows for creative and dynamic teaching where every member of staff feels valued and supported and has the opportunity for professional self-development.
- To work in partnership with parents, the community, pre-school and local primary and secondary schools embracing trust, understanding and mutual support.
- To encourage children and staff to adopt healthy lifestyles by promoting physical activity as part of a lifelong healthy lifestyle, encouraging them to eat sensibly and helping them to form positive relationships.
- To provide a safe and nurturing environment that allows for the development of the academic, cultural, physical, moral, spiritual and social dimensions of each pupil.

- To promote integrity, honesty and self-respect in each pupil and develop compassion, tolerance and respect for others.

Definitions

Bullying can be defined as a repeated physical, psychological or verbal attack against an individual or a group of individuals by a person or group of persons, causing physical or psychological harm to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and /or manipulation. It can take a number of forms both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical, may result in lasting psychological damage to the individual.

Physical: These are unprovoked assaults where the person being bullied is hit, kicked or when belongings are taken or damaged.

Verbal: Bullying consists of name-calling or insulting, racist or sexist remarks and the use of derogatory language.

Indirect: When malicious rumours or stories are spread or the person is excluded, ostracised or rejected from the social or peer group.

Psychological: Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives that can be exploited to cause hurt.

Multi-media The use of text messaging, email or social networking sites to perpetuate any of the above*

*N.B. The school will not tolerate perpetuation of a bullying incident in any form or by any method

How can bullying be identified?

By its nature, bullying tends to take place 'underground', out of sight and earshot of teaching and other school staff. Perhaps the most important element in identifying bullying is the creation of a positive school culture in which bullying is not tolerated and the reporting of bullying is seen as a positive and valued act by pupils.

However, there are possible signs of bullying that school staff should be aware of and to which they should respond with enquiry. Some key signs may include:

- A reluctance to come to school/erratic attendance
- A marked deterioration in a pupil's performance
- A reluctance to go out to play
- A reluctance to leave school at the normal time, walk home with other pupils
- Unlikely excuses for possessions damaged or destroyed or missing
- Persistent complaints of feeling unwell and unable to go to school
- Pupils who 'lose' any money they may have in school
- Pupils who present as isolated in the playground, dining room, during games etc
- Pupils who display withdrawn, unforthcoming behaviour

The role of the school

The primary role of the school is to uphold its mission statement and the vision of this policy. In doing this, the school shall:

- Have a zero tolerance towards bullying and harassment
- Highlight and encourage pro social behaviour
- Be constantly alert to bullying
- Ensure that there is adequate provision for children at break times
- Endeavour to create an environment that is attractive
- Monitor and record incidents of bullying

- Ensure that this policy is updated regularly
- Ensure that the policy is available to all members of the school community
- Ensure that there are adequate lines of communication
- Ensure that, where necessary, staff professional development includes training in dealing with bullying and anti-social behaviour
- Ensure that parents are kept informed of anti-bullying arrangements through newsletters, meetings and presentations
- Ensure that children are involved in anti-bullying procedures through assemblies, the curriculum, the School Council and visual displays

The role of the Headteacher and Senior Leadership Team

The primary role of the Headteacher is to ensure that the mission statement and aims of the school are upheld. He is also responsible for maintaining a policy of zero tolerance towards bullying and ensuring that all members of the school community are fully aware of this and understand its meaning.

The Headteacher and members of the Senior Leadership Team should act as role models for staff, parents and children and make every endeavour to create an ethos and climate of consideration, tolerance and respect within the school environment by positively reinforcing and celebrating behaviour conducive to these features. They should also create lines of communication and trust in which children are comfortable and secure in relating incidents of bullying without fear of dismissal or reprisal.

The Headteacher will listen to all reports of harassment and alleged bullying raised by class teachers and read all necessary documents completed in accordance with the procedures in this document. He will, if necessary, speak to all those involved in such incidents and decide on further progress including sanctions where necessary. The Headteacher will, when

necessary, contact parents of both perpetrators and victims of bullying and invite them into school to discuss the incidents.

The Headteacher will also decide on and inform parents of any necessary sanctions to be imposed by the school. The Headteacher will, when necessary, liaise with the Board of Trustees and inform them of any bullying incidents.

The role of the Teacher, Teaching Assistants and Learning Support Staff

The primary role of all staff members is to act as role models for students and to ensure that they are fully aware of the aims of this policy. They must also ensure that they send out a clear message that bullying will not be tolerated at Ickford School. Teachers should endeavour to create an ethos and climate of consideration, tolerance and respect within their classrooms and the school environment by positively reinforcing and celebrating behaviour conducive to these features. They should also create lines of communication and trust in which children are comfortable and secure in relating incidents of bullying without fear of dismissal or reprisal.

Teachers should attempt to prevent bullying by using areas of the curriculum to reinforce the values contained in the school mission statement and present in our ethos. Children should be encouraged to work together and to value each other's contributions. Particular curriculum subjects such as RE, PSHR, Science and PE are ideal for teaching about specific issues related to bullying and for making children aware of the need to celebrate difference and diversity. Collaborative work, mixed gender and ability groups, partnership working and circle time are ideal opportunities to reinforce an ethos of support that can be used in all curriculum and non-curriculum activities.

Teaching assistants and support staff should be vigilant and report any suspected incidents of bullying to the class teacher as early as possible. They should also act as role models and as mentors to whom victims of bullying can turn for support and advice.

Procedures for teaching staff when dealing with bullying incidents

1. Listen to the child who comes to you as the victim
2. Make notes if necessary or ask the child to write down what happened or is continuing to happen
3. Interview the alleged perpetrator/s
4. Talk to anyone who witnessed the behaviour
5. Decision made as to further procedures
6. Fill out incident report using CPOMS or complete manual report
7. CPOMS will alert Headteacher or take manual report to Headteacher
8. Inform those involved
9. Keep track of progress concerning investigation
10. Monitor relationships until situation resolved

The role of mid-day supervisors

Almost three-quarters of all bullying of children in Primary school takes place outside of the classroom on the playground and in areas used during break times. It is extremely important that all members of staff supervising these periods are observant for any signs of bullying or victims of bullying.

It is important that these staff also act as role models and, when dealing with incidents of bad behaviour or arguments on the playground, they encourage children to treat each other with kindness and respect and to share and involve each other in playground activities and games and to play together in ways conducive to the mission statement and Christian ethos of the school.

These staff should offer support to victims of bullying and also strategies with which those who have bullied can use to integrate successfully with their peers and develop friendships built on mutual respect and trust.

Procedures for Mid-day supervisors

1. Listen to the child who comes to you as the victim
2. Interview alleged perpetrator/s
3. Talk to anyone who witnessed the behaviour
4. Report to class teacher or to member of SLT as soon as possible
5. Class teacher or SLT member begins procedure

The role of Breakfast Club and After School Club staff

The primary role of the breakfast and after school club staff, is to act as role models for the children and to ensure that their own behaviour reflects the mission statement and Christian ethos of the school whilst the children are in their care.

As previously stated, almost three-quarters of all bullying of children in Primary school takes place outside of the classroom. It is the responsibility of the staff to be vigilant and to look out for any signs of bullying or harassment.

Staff should encourage children to treat each other with kindness and respect and to share and involve each other in the variety of activities taking place. Activities should encourage positive socialisation and citizenship and be conducive to the mission statement and ethos of the school.

Procedures for Breakfast and After School Club staff and mid-day supervisors

1. Listen to the child who comes to you as the victim
2. Interview alleged perpetrator/s
3. Talk to anyone who witnessed the behaviour
4. Report to class teacher or to member of SLT as soon as possible
5. Class teacher or SLT member begins procedure

The role of Parents, Guardians and Carers

Parents must take time to listen to their children and to discuss school with them. They must act as role models to their children in the way in which they deal with others and their own attitudes towards issues such as gender, race, sexuality and physical difference.

Parents must also make every effort to support the mission statement of the school and to enhance its Christian ethos.

Parents must also look out for signs that their child may be the victim of bullying at school.

These may include:

- Your child suddenly becomes reluctant to go to school
- Your child seems uncharacteristically anxious
- Your child has nightmares or starts to wet the bed
- Your child develops vague illnesses to avoid going to school
- Clothes or belongings are damaged or missing
- Dinner money is regularly 'lost'
- Asking for extra pocket money or stealing
- A sudden drop in standards of school work
- Fear about walking to and from school
- Secrecy about the reason for tears and being upset

Procedures for Parents, Guardians and Carers

1. Talk to the child and establish that the behaviour is persistent and not a one-off incident
2. End any secrecy and get the facts in the open
3. Ensure that the child understands not to retaliate
4. Make the child feel secure
5. Tactfully help your child to try and deal with the problem himself/herself
6. Contact the class teacher and arrange a meeting to discuss the issue

(Teacher begins school procedure)

7. Ensure that you receive a copy of the school policy to deal with bullying
8. Continue to liaise with the class teacher until a solution is achieved
9. Work with the school
10. Help your child to develop and use the **steps to stop** approach
11. Emphasise the fact that our differences make us individuals
12. Help your child to feel less vulnerable and raise their self-esteem especially if they have been tormented about physical characteristics

Note: Should parents have reason to disagree with a decision taken by the Headteacher with regard to sanctions of suspension or exclusion, they are entitled to appeal to the Board of Trustees. All appeals must be addressed to the Chair of Governors who will then pass them to the Governor in charge of appeals.

The Role of the Board of Trustees

The primary role of the Board of Trustees is to ensure that the school 'lives out' its mission statement and the 'vision' of this policy. It is expected that every member of the Board of Trustees acts in accordance with this vision and as a role model to the children of the school and the staff members.

The Board of Trustees will liaise with the Headteacher and where necessary work with him in dealing with incidents of bullying or harassment. If appropriate, the Headteacher will inform the Board of Trustees of any sanctions imposed by the school and will consult with them in the event of any form of exclusions or suspensions.

The Board of Trustees will also act as the forum for appeal should parents have reason to disagree with action taken by the Headteacher. All appeals will be addressed to the Chair of the Board of Trustees, who will pass on the appeal to the appropriate member of the Board in accordance with statutory procedures.

Procedure for children who are bullied

When children feel that behaviour towards them is either unpleasant or unacceptable they should use the **Steps to Stop**. This approach (detailed below) should be taught to the children in assemblies, circle time and appropriate lessons in the curriculum.

If a child does not like the behaviour of someone else towards them, they must raise their hand so that the palm faces the other child and say clearly:

Please Stop.
I don't like it.
If you keep doing it, I shall tell an adult.

This should stop the behaviour but, if it does not, the child must tell the class teacher, mid-day supervisor or adult in charge so that they can continue with the procedures as set out in this document.

Children who are the victims of bullying must be able to tell a member of the staff who will then put the procedures for dealing with it in place. Children can also report incidences of bullying by placing a note in the 'Worry Box' outside of the school office.

All children are listened to and no adult is permitted to use the phrase, "Don't tell tales".

Procedure for staff who feel they are bullied, harassed or discriminated against by other members of staff

1. If possible, approach the person causing the harassment and explain your feelings
2. Make it clear that their behaviour is causing a problem and ask them to stop
3. Try to sort out the problem together
4. Keep written records with specific times and dates of alleged behaviour
5. If the behaviour continues report the behaviour to the Headteacher
6. If necessary the Headteacher will inform the Chair of the Board of Trustees
7. Work with the Headteacher in resolving the problem

Procedure for staff who feel they are bullied, harassed or discriminated against by the Headteacher

1. Approach the Headteacher and tell him about your concerns
2. Make it clear that their behaviour is causing a problem
3. Try to sort out the problem together
4. Keep written records with specific times and dates of alleged behaviour
5. If the behaviour continues inform the Chair of the Board of Trustees in writing and seek the advice of a union

Procedure for staff who feel they are bullied, harassed or discriminated against by a parent or other adults not employed by the school

1. Make it clear that their behaviour is causing a problem
2. Tell them to stop
3. Write down details of the behaviour including specific times and dates
4. Report behaviour to the Headteacher

Useful Websites

<http://www.bullying.co.uk/>

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

<http://www.successunlimited.co.uk/>

<http://www.cre.gov.uk/>

jo@samaritans.org

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

<http://www.teachernet.gov.uk>

www.macmillan.org.uk/whybother

Appendix 1 Form to Report Incidence of Bullying Among Children

This form is to completed by the class teacher and handed to the Headteacher or member of the Senior Leadership Team

Name of person who has been victim of bullying			
Name/s of alleged bully/ies			
Name/s of any witnesses			
Where the bullying took place			
Year Group	Class teacher		Date
It is our statutory duty to record any incidents of racial harassment Please tick this box if this incident is defined as such.			
In the space below, write an account of the bullying incident including the frequency of the behaviour, those involved, the type of bullying and where it occurs or occurred.			