



Anti-Bullying Policy

November 2025

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, social circumstance, or any other protected characteristic as defined in the Equality Act 2010. We believe that it is everyone's responsibility to play an active part in the prevention of bullying and it is essential that everyone recognises that it will not be tolerated. The purpose of this policy is to define bullying, provide preventative strategies for both children and adults, and 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 is 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.

Types of Bullying:

- **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, insulting, racist or sexist remarks, and the use of derogatory language.
- **Indirect / Social:** Excluding someone from a group, spreading malicious rumours or stories, or encouraging others to ostracise the victim.
- **Psychological / Emotional:** Reduction of a person's self-esteem or confidence through threatening behaviour, taunting, teasing, intimidation, or manipulation.
- **Multi-media / Cyberbullying:** The use of text messaging, email, social networking sites, or online platforms to perpetuate any of the above forms of bullying.

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

How Bullying Can Be Identified

By its nature, bullying tends to take place 'underground', out of sight and earshot of teaching and other school staff. Key signs may include:

- Reluctance to come to school or erratic attendance
- Marked deterioration in a pupil's performance
- Reluctance to go out to play or leave school at the normal time
- Unlikely excuses for possessions being damaged, destroyed, or missing
- Persistent complaints of feeling unwell or avoiding school
- Pupils who appear isolated in the playground, during lunchtime, or during activities
- Withdrawn, unforthcoming, or anxious behaviour
- Sudden changes in work quality, behaviour, or friendships

Legal Framework and Compliance

This policy has due regard to relevant legislation, including:

- **Children Act 1989 and 2004**
- **Education and Inspections Act 2006 (Section 89)**
- **Equality Act 2010**
- **Health and Safety at Work Act 1974**
- **DfE Guidance: Preventing and Tackling Bullying (2017, updated)**
- **Keeping Children Safe in Education (KCSIE 2025)**

It also aligns with school policies:

- Safeguarding and Child Protection Policy
- Behaviour and Exclusion Policy
- Online Safety Policy
- SEND Policy
- Staff Code of Conduct

Roles and Responsibilities

The School

- Enforce zero tolerance towards bullying and harassment
- Promote pro-social behaviour and a positive school culture
- Provide adequate supervision, especially during break times and extracurricular activities
- Monitor and record incidents of bullying and their resolution in CPOMs
- Provide staff professional development for recognising and responding to bullying

Headteacher and Senior Leadership Team

- Model respectful behaviour and uphold the mission and ethos of the school
- Ensure all staff, pupils, and parents are aware of anti-bullying expectations
- Investigate reported bullying incidents promptly and fairly and record on CPOMs.
- Determine and communicate appropriate sanctions in line with Behaviour Policy
- Liaise with parents of victims and perpetrators, ensuring consistent communication.
- Report serious incidents to the Board of Trustees as required

Teachers, Teaching Assistants, and Support Staff

- Act as role models and create a positive classroom climate
- Reinforce values of respect, tolerance, and inclusion through curriculum and teaching practices
- Encourage children to report incidents to an adult.
- Report suspected bullying immediately to the class teacher, Headteacher, or DSL
- Participate in relevant anti-bullying and safeguarding training

Mid-Day Supervisors and Breakfast/After School Club Staff

- Supervise pupils during break and club times – be aware of surroundings
- Model respectful behaviour and reinforce school ethos
- Report incidents promptly to the class teacher or SLT member

- Support victims and help perpetrators to integrate positively with peers

Parents, Guardians, and Carers

- Monitor their child's well-being and behaviour at home
- Act as role models in how they treat others
- Report suspected bullying to the class teacher or Headteacher
- Support school procedures and reinforce positive behaviour strategies at home
- Utilise the 'Steps to Stop' approach with their child

Board of Trustees

- Monitor effectiveness of anti-bullying procedures
- Act as forum for appeal regarding exclusions, suspensions, or sanctions
- Support the Headteacher in policy enforcement and incident resolution

Procedures for Responding to Bullying

Steps for Children – “Steps to Stop”

1. Raise hand and say clearly:
 - “Please Stop. If you carry on, I will tell an adult.”
 - “If you keep doing it, I shall tell an adult.”
2. Report the behaviour to a class teacher, mid-day supervisor, or other trusted adult if it continues
3. Use the Worry Box or other confidential reporting methods

Steps for Staff When Bullying is Reported

1. Listen to the victim and take written notes.
2. Alert HT or SLT.
3. SLT to interview alleged perpetrators and witnesses
4. Decide on further action and fill out incident report (CPOMS)
5. Inform parents of victim and perpetrator as appropriate
6. Monitor the situation until resolved
7. Liaise with DSL if safeguarding concerns arise

Staff Experiencing Bullying or Harassment

- Complete a LLC form
- Keep written records of incidents
- Report to Headteacher, or to Chair of Board of Trustees if the Headteacher is involved
- Seek union advice if needed

Monitoring and Review

- All incidents logged and reviewed regularly by **DSL and SLT**
- Annual report to Board of Trustees on bullying patterns and actions
- Policy reviewed **annually or sooner if legislation changes** (next scheduled review: September 2026)
- Staff receive **annual anti-bullying and safeguarding CPD**
- Pupil surveys and feedback used to evaluate school climate

Useful Websites and Resources

- www.bullying.co.uk
- www.kidscape.org.uk
- www.childline.org.uk
- www.teachernet.gov.uk
- www.macmillan.org.uk/whybother
- jo@samaritans.org

