

# IVY LANE SCHOOL



## ANTI-BULLYING POLICY (IVY/POL013)

Review date	Date agreed	Next review
May 2013	May 2013	Term 4 14/15
June 2015	July 2015	Term 1 17/18
December 2017	January 2019	Term 3 18/19
January 2019		

## IVY LANE PRIMARY SCHOOL ANTI-BULLYING POLICY

### **Bullying can be defined as:**

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally.' (DFE 'Preventing and Tackling Bullying Advice' 2017).

### **Rationale**

At Ivy Lane School we consider bullying to be a serious incident which causes distress of a physical or emotional nature. It is pre-meditated and hurtful behaviour, repeated over a period of time, carried out by one or a number of individuals. Those being bullied are often unable to defend themselves, which then encourages the bully into further acts of inappropriate behaviour. There is often an imbalance of power in favour of the bully and this stops the victim from feeling safe and has a large impact on their learning or physical and mental wellbeing (sometimes all three).

### **Purpose**

Our main objective is to prevent and tackle bullying by creating a safe and clear behaviour ethos that helps all children to learn at their full potential. This is done by making children aware of the full meaning of bullying through: assemblies, PSHE lessons, circle time, online safety/behaviour lessons, School Council involvement, display, other class discussions and the support of outside agencies. We constantly try to achieve this by creating a positive and inclusive environment where pupils feel any instances of unacceptable behaviour (including bullying) can be reported and discussed with an adult. The aim of Ivy Lane's anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviours
- To react to bullying incidents in a reasonable, proportionate and consistent way
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the child
- To apply disciplinary sanctions to the pupils who bully and ensure they learn from the experience

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure they face up to the harm they have caused and learn from it. These are carried out in line with the school's 'Behaviour for Learning' policy using a 'Restorative Approaches to resolving issues.'

In this we aim to use restorative approaches to dealing with bullying issues, these include:

1. RESPECT: for everyone by listening to other opinions
2. RESPONSIBILITY: ensuring children take responsibility for their own actions and choices
3. REPAIR: help children develop skills to identify solutions that repair harm or damage and aim for unwanted behaviour not to be repeated (apologising, writing letters, collecting litter, weeding, tidying, doing jobs or cleaning)
4. RE-INTEGRATION: working through a structured, supportive process that aims to resolve the problems and enables children to participate as much as possible.

Where this approach is not suitable, see 'Behaviour for Learning' policy for next steps.

### **Broad Guidelines**

Pupils will always be encouraged to report any incidents of bullying through: discussion with an adult (including the Time to Talk counselling service and parents); circle time in the classroom; peer mentors and the Ivy Squad in school.

Once this has been shared, the class teacher and a member of the Senior Leadership Team (SLT) will need to be made aware of the incident and will decide on the best course of action. This includes sharing with SLT, the Pastoral Manager and all relevant staff are aware of the incident and records are kept on School Pod.

It is important to be aware that bullying can occur in many and varied forms and these include:

### **Racist Bullying**

Racist bullying is defined as '...a range of hurtful behaviours both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national origin or national status'. ('Safe to Learn' - DCSF March 2009). This has been raised in profile following the Prevent strategy from the government in 2011 and includes addressing extremist views and comments about the groups mentioned above.

At Ivy Lane, all children are encouraged to explore appropriate and acceptable attitudes towards religious and cultural differences through such curriculum activities as British Values, RE, PSHE, Geography, History and Global Citizenship.

### **Homophobic Bullying**

This is defined as bullying that is motivated by a prejudice against lesbian, gay, bisexual or transgender people. It can take many forms: verbal abuse including the spreading of rumours; physical abuse; making threats and cyber-bullying. This is similar to (but not the same as) Sexist bullying outlined below:

### **Sexist Bullying**

Sexist/Sexual bullying is a behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another. 'Sexist bullying is any behaviour which degrades someone, singles someone out by the use of sexual language, gestures or violence, and victimising someone for their appearance' (anti-bullying.co.uk).

To avoid Homophobic and Sexist bullying children and staff at Ivy Lane School will:

- know that homophobic/sexual language will not be tolerated
- understand that homophobic/sexist language is offensive
- understand the effects of homophobic/sexist language can have on others
- understand that such language and behaviour will incur the school's behaviour sanctions

### **Cyber Bullying**

Cyber Bullying is the use of technology, particularly mobile phones and the internet, to deliberately upset some-one else. It can take many different forms: cyber stalking – the sending of unwanted texts; vilification/defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images (including forwarded 'sexting' images).

1. Upon an incident of cyber bullying being reported, the adult involved will take the following steps:
  - Talk to the child concerned to ascertain the full truthful facts.
  - Seek verification of any other evidence
  - Talk to other children who may have witnessed the incident and could be involved.
  - The accused child or children are then given an opportunity to discuss the incident.
  - Whilst isolated incidents may initially be dealt with by a class teacher or the adult who is on duty, the incident will be reported to the child's class teacher (this is done to ensure the incident is not part of an on-going behavioural or bullying issue) and

SLT. If this is part of a wider issue it will then be dealt with according to the procedures shown in this policy.

### **Actions following on from a report of bullying**

Once the SLT is aware of an issue (passed on from a child, parent or professional), they will decide upon the seriousness of the incident and which course of action to follow.

1. For minor or isolated incidents, the teacher will ensure the child who has been bullied is reassured and recognises that the incident has been dealt with.  
The child who has been doing the bullying will follow the 'Restorative Approaches to resolving issues,' as necessary for the incident.
2. When serious bullying is identified, the class teacher will inform the Head teacher, Deputy Head teacher or Pastoral Manager and the following steps will be taken:
  - Further investigations will take place in school
  - Reported incidents will be recorded and dated in school records (including use of bullying log, behaviour report and prejudice report sheets – as appropriate).
  - Entries will be discussed with the Head teacher and if deemed appropriate also with the all parents concerned.
  - The child who has been bullied, once reassured, is informed of the sanctions taken.
  - Mentor support will be made available for both children who bully and those bullied in addressing and overcoming the incident arranged by the class teacher and pastoral manager.
  - All incidents of bullying are raised as an issue for Tuesday staff briefings. Issues to be shared with Teaching Assistants and MDSA (representatives of which attend these meetings and have responsibility for sharing this information with colleagues)

### **Other action taken by the school to prevent bullying**

1. The Head teacher will ensure appropriate training is available for all staff in managing pupil behaviour. This will be updated regularly.
2. All incidents of bullying will be recorded in a log in the Head Teacher's office. This will include the type of bullying which has occurred and will enable the school to:
  - Manage individual cases effectively
  - Monitor and evaluate the effectiveness of strategies
  - Celebrate the anti-bullying work of the school
  - Demonstrate defensive decision making in the event of complaints being made
  - Engage and inform multi agency teams as necessary.
3. If incidents of a serious nature persist, the parents of the bullied child will be invited into school to discuss future action. The parents of the child who has been doing the bullying will be asked to meet with the Head teacher to discuss the problem. It is at this stage outside agencies may become involved to investigate whether there are any behavioural problems.
4. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' from a bullying incident, teachers will treat the incident as a child protection concern under the Children Act 1989. Where this is the case, the school staff should complete a child protection concern form and share with the Head Teacher or Safeguarding Deputy Lead (Mrs Tottle). Once they have done so, these members of staff can choose to report their concerns to their local authority children's social care and work with them to take appropriate action.

5. Where bullying has had a severe impact on the physical or mental health of pupil for a significant period after any bullying occurred. It may be necessary to make a SEN referral for this child in line with the additional need policy.

### **Bullying that happens off the school premises**

The Senior Leadership Team may need to discipline pupils for misbehaving outside the school premises (Sections 90 and 91 of the Education and Inspections Act 2006). This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside of school is reported to staff, it should be investigated and acted on. The Senior Leadership Team will be responsible for this. All incidents will be dealt with in school and in line with the school behaviour policy as outlined above.

### **Conclusion**

All bullying, including cyber bullying, will be rigorously dealt with at Ivy Lane School in line with the Behaviour Policy. All forms of bullying will be treated as serious, however teachers have the backing of the Head teacher and the Governing Body to use their professional judgement as to whether the incident requires to be formally reported to the parents or a senior member of staff.

This policy should be read in conjunction with the following documents:

Safeguarding and child protection (IVY/POL/010)  
 Online Safety (IVY/POL/011)  
 Code of Conduct (IVY/POL/023)  
 Behaviour for Learning Policy (IVY/POL/049)  
 PSHE&RSE (IVY/POL/052)  
 Equalities (IVY/POL/061)  
 Home / School Agreement (IVY/POL/064)  
 Additional Needs (IVY/POL/065)

Updated using the Preventing and Tackling Bullying Advice for Headteachers, staff and governing bodies (2017) by DFE and Creating a culture: How school leaders can optimise behaviour by Tom Bennett (2017)

Reviewed by: Danielle Schonfeld Date: January 2018

Approved by staff and governors

Signed:

Chair of Governors

Date: January 2018