

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 2018	Term 3 19/20
November 2021		Term 2 23/24

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 believe that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. 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).

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

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 aim to achieve this by creating and maintaining a positive and inclusive environment where pupils feel confident that 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 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 through support

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 Restorative Approaches to resolving 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. REINTEGRATION: 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 and supported 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 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 other relevant staff to ensure appropriate awareness of the incident. Detailed records are kept on Safeguard and also the Bullying log.

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). It may take place inside school, within the wider community, at home or when travelling.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, eg Facebook

NB. The above list is not exhaustive and cyberbullying may take other forms.

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.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online.
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times.
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media and pupils may be bullied by someone who is concealing their own identity.
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising.
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator.

Ableist bullying

Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying

Bullying based on prejudices directed towards specific characteristics or experiences, eg religion or mental health issues.

Relational bullying

Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socio-economic bullying

Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or perceived quality of their clothing or belongings.

Peer-on-peer abuse

The school has a zero-tolerance approach to all forms of peer-on-peer abuse, including sexual harassment and sexual violence.

To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of peer-on-peer abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as 'banter' or 'part of growing up', and will never justify sexual harassment, as this can foster a culture of unacceptable behaviours. Staff will

also be aware that peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault and hazing or initiation-type violence.

Pupils will be made aware of how to raise concerns.

The school's Peer-on-peer Abuse Policy outlines the school's stance on addressing peer-on-peer abuse, including sexual abuse and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school's approach to preventing and managing instances of peer-on-peer abuse can be found in the Child Protection and Safeguarding 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 including the victim, alleged perpetrator and witnesses all being interviewed separately. All pupils involved are informed that they must not discuss the interview with other pupils.

In the case of a cyberbullying incident, the headteacher will gather any evidence that exists. This may include messages, emails, photos etc provided by the victim.

In all cases premature assumptions are not made and staff members listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete.

- All 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 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 and this will be arranged by the class teacher and pastoral manager.
- All incidents of bullying are raised as an issue for staff briefings and DSL/DDSL meetings. Issues are also shared with Teaching Assistants and MDSAs

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:
 - Identify patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
 - Reflect on whether cases could have been handled better and use these reflections to inform future practice.

- Consider whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
 - Consider whether prevention strategies could be strengthened based on any patterns in the cases that arise.
 - 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 Leads. 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 seriously, fully investigated and logged appropriately.

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)
 Peer on Peer Abuse

Reviewed by: Helen Fahey Date: November 2021

Approved by staff and governors

Signed: Kara McAveety

Chair of Governors

Date: 2.12.21