

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 2026		Term 3 26/27

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 physical and/or mental distress. **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, impacting their physical and mental wellbeing and their ability to learn.

Purpose

Our main objective is to prevent and tackle bullying by creating a clear behaviour expectation that is known and understood by all children. This is achieved by overtly modelling and identifying 'Ivy Lane behaviour' and making children aware of the full meaning of bullying through: assemblies, PSHE lessons, circle time, online safety/behaviour lessons, School Council involvement, our child friendly anti bullying leaflet (displayed in each classroom) 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 stop any continuation of harmful behaviours
- To react to bullying incidents in a reasonable, proportionate and consistent way
- To safeguard any pupil who has experienced bullying and to trigger sources of support for them
- To apply logical consequences to the pupils who bully and monitor their ongoing behaviour.

Logical consequences 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 Relational policy using a restorative approach.

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 (such as apologizing or writing a letter) that repair harm or damage and aim for unwanted behaviour not to be repeated.
4. RE-INTEGRATION: working through a structured, supportive process that aims to resolve the problems and enables children to participate as much as possible.

This approach is in line with our Relational Policy

Broad Guidelines

Pupils are regularly reminded to report any incidents of bullying by telling an adult.

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 Welfare and Pastoral Manager and all relevant staff members via CPOMS. Parents will also be informed of all incidences of bullying behaviour.

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 curriculum activities such as RE, PSHE, Geography and History, and also through awareness of our school values and British values.

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 consequences as outlined in the Relational Policy

Cyber Bullying

Cyber Bullying is the use of technology, particularly mobile phones and the internet, to deliberately upset someone 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. If an incident of cyber bullying is reported, the adult involved will take the following steps:
 - Talk to the child concerned to ascertain the full facts.
 - Seek verification of any evidence
 - Talk to other children who may have witnessed the incident and could be involved.
 - The accused child or children are given an opportunity to discuss the incident.
 - Whilst isolated incidents may initially be dealt with by a class teacher, the incident will be reported on CPOMS to ensure the incident is not part of an on-going behavioural or bullying issue.
 - Parents will be informed of the incident and advice given about monitoring the use of technology at home.

Actions following a report of bullying

When SLT is aware of an issue (passed on from a child, parent or professional), they will decide on 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 a restorative approach to recognise and resolve issues. (Relational Policy) Parents of both parties will be informed. The incident will be logged on CPOMS.
2. Where serious bullying is identified, the class teacher will inform the DSLs via CPOMS and the following steps will be taken:
 - Further investigations will take place in school
 - CPOMS records will be checked
 - Entries will be discussed in the DSL team and also with all parents concerned.
 - The child who has been bullied will be reassured and informed of the steps that have been taken.
 - Mentor support will be made available for both children who bully and those bullied in addressing and overcoming the incident. This is likely to be with the welfare and pastoral manager.
 - Children causing concern will be added to the weekly published staff briefing notes to aid whole staff awareness and monitoring of behaviour.

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 behaviour incidents will be recorded on CPOMS. This will include the type of behaviour which has occurred. This will allow the school to:
 - Manage individual cases effectively and identify patterns of behaviour
 - Monitor and evaluate the effectiveness of strategies
 - Demonstrate scrutiny and actions taken 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 further 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. Outside agencies may become involved to support behaviour issues.
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 and DSL's will treat the incident as a child protection concern under the Children Act 1989 and proceed appropriately.
5. Where bullying has a severe impact on the physical or mental health of pupil for a significant period after any bullying occurred, it may be necessary to involve the MHST.

Bullying that happens off the school premises

The Senior Leadership Team may need to take action regarding pupils making poor behaviour choices outside the school premises (Education and Inspections Act 2006). This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside local shops, or in the town.

Where bullying outside of school is reported to staff, it should be logged on CPOMS, investigated and acted on. The Senior Leadership Team / DSL's will be responsible for this. All incidents will be dealt with in school and in line with the Relational Policy as outlined above.

Conclusion

All bullying, including cyber bullying, will be rigorously dealt with at Ivy Lane School in line with the Relational Policy. All forms of bullying will be logged on CPOMS and treated proportionately but seriously. Parents will be informed of all behaviour that is unkind towards others.

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

Safeguarding and child protection Policy

Online Safety Policy

Code of Conduct

Relational Policy

ILS Child friendly anti bullying leaflet

Reviewed by: Helen Fahey Date: January 2026

Approved by staff and governors

Signed:

Chair of Governors

Date: January 2026