

**This policy has been created with the input of pupils, parents,  
staff and governors**



## **Icknield Walk First School**

### **Anti-Bullying Policy**

#### **Introduction**

At Icknield Walk First School we do all we can to make sure children feel safe and happy. We aim to do this by having a school ethos where all unkind behaviour and especially bullying is regarded as unacceptable. We aim to support this by providing children with high quality Personal, Social and Health Education (PSHE) and to promote pro-social behaviour through an agreed, whole school approach to behaviour. All staff within the school are responsible for the implementation of this policy and expected to be positive role models. It is our aim to prevent bullying by establishing a positive environment and encouraging standards of behaviour that promote a sense of responsibility for the welfare of others.

#### **Regulatory Framework**

This policy has been drawn up with assistance and guidance from The Department for Education (DfE) Preventing and tackling bullying (July, 2017) and will be reviewed against any new government guidance issued. This policy has regard to the following guidance and advice; Equality Act (2010) and the Education and Inspections Act (2006). It links with the school Behaviour and Relationships policy and Child Protection.

#### **Scope**

This policy applies to incidents of bullying on the school premises. However, the school has an enduring interest in the welfare and conduct of its pupils and will respond to and act upon information it receives about bullying outside school as outlined above. We aim to ensure everyone associated with the school works in partnership to support this and our anti-bullying policy.

#### **Aims and objectives**

##### **Aims**

The school aims to provide a safe and secure environment where all children are able to learn without anxiety, fear or harassment. Our school is committed to establish a caring, welcoming, safe and secure environment. We respect difference and welcome

diversity in our pupils and the wider school environment and believe our school should always be inclusive.

**The objectives of this policy are:**

- To actively promote the safeguarding and welfare of all pupils.
- Ensure parents feel confident that bullying incidents will not be tolerated at our school and how the school will deal with incidents.
- Create a secure and safe environment promoting a positive and inclusive culture where pupils are able to celebrate being unique and individual.
- Develop a range of effective strategies to ensure pupils learn moral, social and emotional issues to be able to empathise with others and to express their concerns about themselves and others.
- To ensure pupils know the behaviour expectations within school and that any form of bullying will not be tolerated.
- Staff to develop good relationships with pupils to ensure they feel they will be listened to and comfortable to share information and report any perceived forms of bullying to a member of staff.
- Work in partnership with parents to ensure any bullying incidents are identified and resolved quickly.
- Raise staff awareness of different types of bullying.
- Pupils understand that everyone is unique, people have different needs, views, cultures and beliefs, that need to be treated with respect.

**Our definition of bullying**

Bullying involves an imbalance of power which makes it hard for those being bullied to defend themselves. It is a deliberately hurtful behaviour which may be seen or felt physically, online or of psychological nature (or all) and can include isolation or intimidation. This behaviour is often repeated over a period of time and are not provoked by the victim.

**Bullying may occur in various forms as seen below.**

- **Physical:** hitting, kicking, pushing, spitting, shaking, biting, hair pulling, damaging or hiding possessions.
- **Verbal:** name calling, gossiping, taunting, teasing, insulting, threatening, undermining or humiliating.
- **Emotional:** being unkind, unfriendly, name calling, spreading rumours, tormenting
- **Cyber:** through electronic devices with the intention to frighten, embarrass or harass.

**Discrimination based bullying may also be:**

- **Racist:** prejudice directed against someone of a different race based on the idea that one's own race is superior.
- **Disablist:** prejudice directed against someone with a physical or mental condition that limits a person's movements, senses or activities.
- **Sexist:** prejudice, typically against women, on the basis of sex
- **Transphobic:** dislike or prejudice against someone who is transsexual or transgender (someone who's sense of identity does not correspond with the gender assigned to them at birth)
- **Homophobic:** dislike or prejudice against homosexual people.
- **Biphobic:** dislike or prejudice against bisexual people.
- **Ageist:** relating to a person's age.
- Due to a person's home circumstances.

## **Signs and symptoms**

These are likely to vary enormously, but the following may be evident:

- Not wanting to go to school
- Physical injuries, such as unexplained bruises
- Becoming withdrawn
- Decrease in attainment and/or progress
- Changes in eating and/or sleeping patterns

- Bullying others

## Our Procedures

We recognise that bullying may be reported either at home or school, or may not be reported at all and this is why we believe that our partnership and communication with parents is vital. Incidents of bullying should be reported, through the relevant staff or directly to the Headteacher.

- All incidents of bullying will be taken seriously, reported and dealt with immediately.
- Parents will be informed of any bullying incidents immediately. If the incident is reported directly to parents they are asked to report the incident to school immediately.
- If the incident is reported to staff other than the class teacher, they are to inform the class teacher immediately who will speak to the victim and the alleged bully separately, as soon as possible. Firstly refer this straight to the headteacher if necessary and always record on CPOMS.
- A record is taken of all interviews held, including those of other children and adults who may have witnessed the incident.
- Staff interviewing children about alleged incidents should set a good example to the children by their behaviour towards each party. They should seek to obtain the facts by polite, considerate, thoughtful open questions.
- If it has been shown that bullying has occurred, parents/carers for both parties will be informed as soon as possible.
- Support for the victim will be provided. Support for victims may take the form of (depending upon the needs of the individual child):
  - one-to-one sessions with a trusted school adult
  - opportunities to develop self-confidence and assertiveness
  - peer-support, by pairing up with another empathetic child
  - a discussion with the victim about the appropriate consequence to be given so that the outcome is seen as fair
- The bully may receive a protective and an educational consequence. The consequence for the bully is aimed at educating the bully in order to help them change their behaviour.

- Action may include:
  - offering an apology (verbally or written).
  - making reparation in some form for damage or loss.
  - sessions, with the child's teacher/Emotional Wellbeing Mentor or head teacher, aimed to help to change the child's behavioural attitude e.g. discussing the bullying from the victim's point of view.
- Parents will be asked to support the school in its actions and to reinforce them at home, where appropriate.
- If necessary we will refer to external services to support the child
- In very serious cases of bullying, where it is clear the bully is not able or prepared to change his/her behaviour, exclusion may be considered.

**We also provide children with a variety of ways to share their feelings, worries and emotions.**

- Children can talk to any adult either in school, or at home
- Children can talk to a friend or a playground buddy
- Classes have a smiley face / sad face system in order for children to be able to talk to an adult in private
- Classes have a 'Feelings Tree' that children can use
- PHSE lessons and 'Talking Circles' may be used for discussion
- Every child has a network hand which they are reminded of frequently, so they know who they can talk to

## **Preventative Strategies**

Our school creates an environment that works to prevent bullying. We believe that by creating a positive environment where staff and pupils have a clear understanding of the expected behaviour and where there is a value of respect that permeates the whole school environment, this will reduce the likelihood of bullying. We reinforce these messages through different preventative strategies.

- Always listening to our pupil's voice and acting accordingly.
- Regularly reviewing and adapting our policies to ensure they are up to date.
- Ensuring all staff are trained and consistent within their approach to bullying.
- Ensure staff form trusting, positive relationships with pupils so they feel comfortable to confide in them.

- Not tolerating any form of bullying and ensuring all staff understand the policies and procedures to respond appropriately and consistently.
- Recognising and responding to good behaviour in class, around school and in assemblies.
- Supporting Anti-bullying week and kindness day within school.
- Devising school agreements collaboratively with the children and displaying them in every classroom.
- Emphasising the importance of providing quality PSHE, including the use of circle time to address issues as they arise.
- Ensuring that many resources within school reflect today's society.
- Celebrating different festivals and celebrations.
- Selecting assembly themes which address issues (eg friendship and caring).
- Children taking on responsibilities within their classrooms and in the whole school.
- An ethos which encourages 'telling' and reporting unkind behaviour.
- 'Friendship' awards are presented in assemblies
- Online safety is a regular agenda item for staff meetings and 'Talking Circles' and an integral part of the Computing curriculum.
- Use of 'No Outsiders' resources to ensure that everyone is Welcome in our school.

### **Pupil Questionnaires:**

We annually ask pupils in KS2 to answer a questionnaire, which includes questions about behaviour and bullying. We do not ask children to put their names on their questionnaires, but the results are traceable by class and gender, this means that if a child gives a worrying answer about bullying and feeling unsafe, we are usually able to identify this child and work with them to solve the issues.

### **Monitoring and Evaluating**

Each incident of bullying falling within the school definition will be recorded on CPOMS.

A termly report will be made to the governing body indicating the number of bullying incidents and any trends which may emerge.

The anti-bullying governor visits school annually.

Senior staff and Governors will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns. This will be shared with staff, parents/carers and pupils. We will seek to gain input from the whole school community when the policy is due to be reviewed.

Agreed by Governors: Autumn 2024

To be reviewed: Autumn 2028