Icknield Community College
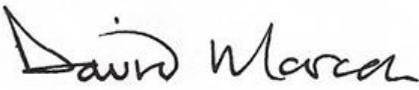
ANTI-BULLYING POLICY

Icknield Community College

Approval & Review

Author: Mrs V Pickford

Review Period: Annually

Status of Policy: Statutory Key Policy

Reviewed & Approved by (Committee):	Governing Body
Date of Review & Approval:	10 May 2022

Signed:

(Chair of Governing Body)

Date of Next Review:	May 2023

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Introduction and Aims

At Icknield Community College, we are committed to working with children, staff, governors and parents/carers to create a school environment where similarities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. This policy aims to help both prevent and tackle bullying in equal measure.

At Icknield Community College, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

Students should feel safe in school and have a good understanding of the issues relating to safety including all the forms of bullying. They should also feel confident to seek support from school should they feel unsafe.

Bullying of any kind is unacceptable and will never be tolerated at our school.

At Icknield Community College we expect our children to be:

- Value and respect others differences
- Promote tolerance, mutual respect and kindness
- Be thoughtful, considerate and caring towards others both in and out of school

We actively encourage every child to embrace and live by the above values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be stable, educated, respected and respectful adults in modern Britain. It is our duty to prepare every child for what will be expected of them by society and their workplace or further study setting.

The purpose of this policy is to ensure a consistency of approach to hurtful behaviour and bullying within our school community. While we must understand that we are all individuals, everybody has the right to feel safe, all of the time.

While bullying and making mistakes is a fact of life, bullying will not be tolerated in or outside of our school.

This policy should be read in conjunction with the following school policies:

- Behaviour Policy
- E-Safety Policy
- Equalities Policy
- Exclusions Policy
- Relationship and Sex Education Policy
- Safeguarding Policy
- SEND Policy

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Roles and Responsibilities

	Responsibility
Governing Body	The Governing Board have a duty to ensure the school has policies in place to effectively prevent and tackle all forms of bullying and for reviewing the effectiveness of such policies.
Headteacher	It is the responsibility of the headteacher, with the support of senior leaders, to implement the school's Anti Bullying Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school, with the support of the Designated Safeguarding Lead. The headteacher must ensure that the Anti-Bullying Policy is consistently implemented by all staff by setting the standards of behaviour expected and by supporting staff, through appropriate training, in the implementation of the policy. The Headteacher, supported by class teachers, is also responsible for ensuring expectations of behaviours are clear to all children and that children know what to do if they or somebody else is being mistreated or bullied. Where appropriate, the headteacher should seek advice in order to address complex cases of bullying; it is not always possible to effectively resolve every case by following the steps outlined in 'Dealing with an Incident' section. Indeed, every case will be unique.
Deputy Headteacher	The Deputy Headteacher, with the support of the Headteacher and other key pastoral staff, is responsible for ensuring measures are in place to effectively prevent and tackle all forms of bullying. In addition, the Deputy Headteacher is responsible for ensuring every member of the school community is clear on the approach to preventing and tackling bullying.
Staff	All adults encountered by the children at school have a responsibility to model and promote respectful relationships, both in their dealings with the children and with each other, as their example has a huge influence on the children. All adults have a duty to encourage positive behaviours and challenge any negative behaviours. At Icknield Community College, we believe that **the behaviour we walk past is the behaviour we accept.** All adults at Icknield should aim to: ▪ create a positive environment with high expectations;

	- emphasise the importance of being valued as an individual within the group; - promote, through example, honesty and courtesy; - provide a caring and effective learning environment; - encourage relationships based on kindness, respect and understanding of the needs of others; - ensure fair treatment for all regardless of age, gender, race, ability and disability; - show appreciation of the efforts and contributions of all. Staff, governors and regular volunteers are trained to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If adults become aware of bullying, they should reassure the children involved that they will act, follow the steps outlined in 'Dealing with an Incident' and inform their class teacher without delay.
Parents/Carers/ community	At Icknield, we aim to work closely with parents/carers so that our children receive consistent messages about appropriate ways to behave in and out of school. Behaviour expectations are clearly communicated via our Behaviour and Engagement Policy which is reviewed annually and signed by the headteacher, parents/carers and children. We expect all parents/carers to support their child's learning and to co-operate with the school. We work hard to build positive relationships with parents/carers and will always inform parents/carers if we have concerns about their child's welfare or behaviour. If the school uses reasonable sanctions to manage a child's behaviour, it is essential that parents/carers support the actions of the school. If parents/carers have concerns about the way that their child has been treated, they should initially contact the class teacher. If concerns remain, parents/carers should speak with a member of the Senior Leadership Team. If after this, concerns remain, parents/carers should speak to the headteacher. For more information, go to Oxfordshire County Council's 'Help if your child is being bullied' webpage.
Students	All children have a duty to report bullying. If children become aware of hurtful behaviour, they should reassure the children involved that they will act and inform an adult without delay.

What is bullying?

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face and online." _Anti-Bullying Alliance._

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.' _DfE, July 2017_

At Icknield, it is recognised that bullying differs from teasing/falling out with a friend/other types of aggressive behaviour:

- With bullying, there is often a deliberate intention to hurt or humiliate;

- There is a power imbalance that makes it hard for the victim to defend him or herself;

- It is usually persistent,

- and as such can happen both inside and outside of school.

Occasionally, an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist, homophobic, transphobic or biphobic bullying and when children with disabilities are involved. If the victim might be in danger then urgent intervention is taken.

Table 1: Source - Psychology Today

Whether intended or not, hurtful behaviour must be challenged.

Everybody has the right to feel safe.

No form of bullying will be tolerated in our school and all incidents will be taken seriously.

Below are some factors that can make people vulnerable to bullying:

When dealing with bullying-related incidents, schools must refer to the Equality Act 2010 and the 9 protected characteristics within it.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying can be those who:

- are in foster care or residential homes (Children We Care For)
- are understood to be at risk from a range of safeguarding or Child Protection issues – e.g. organised crime groups
- have specific special educational needs – e.g. Autism
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start school or an activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying
- experienced poverty or deprivation
- are perceived as different in some way

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Types of bullying:

Bullying behaviours can include:

The repeated negative **use of bodily contact** to intentionally hurt others.

- Physical harm – e.g. hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.

The repeated negative **use of speech, sign language, or verbal gestures** to intentionally hurt others.

- Verbal harm – e.g. name calling, insulting, teasing, 'jokes'/banter (click here to view the Anti-Bullying Alliance's 'Banter or Bullying?' webpage), mocking, taunting, gossiping, secrets, threats. Reference to upsetting events - e.g. bereavement, divorce, being in care.

The repeated negative **use of actions, which are neither physical nor verbal,** to intentionally hurt others.

- Non-verbal harm – e.g. staring, body language, gestures.
- Indirect harm – e.g. excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures.

The repeated negative **use of technology as a medium** to intentionally hurt others.

- Cyber harm – e.g. text messaging, instant messaging, internet chat rooms, the misuse of social media applications, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.

The repeated negative treatment of another **incited by a parent/carer.**

Although bullying can occur between individuals, it can often take place in the presence (virtual or physical) of others who become the 'bystanders' or 'accessories'.

Specific types of bullying include:

- Bullying related to race, religion or culture;
- Bullying related to special educational needs or disabilities;
- Bullying related to appearance or health;
- Bullying related to sexual orientation;
- Bullying related to different political views or opinions;
- Bullying of young carers or children in public care or otherwise related to home circumstances;
- Sexist or sexual bullying.

At Icknield, discriminatory language is not tolerated and will be challenged appropriately. This includes the casual use of homophobic phrases.

At Icknield, all forms of bullying are treated equally seriously and dealt with appropriately.

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Bullying can take place between:

- Students
- Staff
- Parents
- Individuals or groups

We acknowledge that some acts of bullying will constitute a criminal offence (Bullying and the law – Anti-Bullying Alliance). In these cases, we would seek advice from local services. For example, our Police Liaison Officer, the Local Authority's Anti-Bullying Officer and the Locality and Community Support Services (LCSS).

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school.

'Where bullying outside school is reported to school staff, it should be investigated and acted on.' *(DfE Preventing and Tackling Bullying, p.6)*

For more information, refer to the below Department for Education (DfE) publications:

- Bullying outside school
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Education and Inspections Act (2006)

Bullying can take place on the way to and from school, before or after school hours, at the weekends, during the holidays and in the wider community. The nature of cyberbullying means that it can impact on pupils' well-being beyond the school day. Staff, parents/carers and pupils must be vigilant to bullying outside of school and report it in the same way that they would if they witnessed bullying in school.

We will follow the same procedures (see 'Dealing with an Incident') when it becomes apparent that bullying outside of school is affecting members of our school community. However, if the individual or group causing harm to a member of our community does not attend Icknield Community College, we will seek advice and guidance from local services (e.g. Schools, Police, Children's Social Care) to ensure action is initiated to address the bullying behaviour.

Possible indicators of bullying

We recognise that the following behaviours may suggest that someone is being bullied:

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration

- changes in behaviour and attitude
- school refusal
- bullying other children
- damaged or missing clothes / money / property
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body - some may refuse to change for PE
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction
- This list is not exhaustive. In addition, these behaviours could also indicate other issues for which schools may refer to their Behaviour and Child Protection and Safeguarding Policies for guidance

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our students, at Icknield Community College, we have developed the following strategies to promote positive behaviour and prevent and discourage bullying behavior as we believe that our response to bullying should start with prevention:

- Development of a positive whole-school ethos, including positive behavior management strategies, pastoral systems and effective tutoring that enable us to gather intelligence about issues between students which might provoke conflict and act before bullying occurs
- Ensuring parents are aware of this policy and know what to do if they think their child is being bullied.
- Development of Student Voice, including whole school consultation and focused work with vulnerable groups;
- Peer Mentoring/Buddying work;
- Training and development work for staff;
- Counselling;
- Peer mediation and restorative practices;
- Support for parents and parent events/information;
- Whole-school and year group assemblies on issues and differences;
- A comprehensive Citizenship curriculum;
- Involvement in the 'Healthy Schools' Award;
- Annual events, including Anti-Bullying Week, Black History Month, LGBT awareness month etc.;
- Specific curriculum input on areas of specific concern e.g. e-safety;
- Links with external agencies eg. Police and children's services and membership of the Anti-Bullying Alliance, Stonewall etc.
- Regular updating of this policy to take account of developments in technology
- Regular updating of the schools 'Acceptable Use' Policy for electronic devices

Reporting and Responding to Bullying

Icknield Community College has clear and well-publicised systems to report bullying for the whole-school community, including staff, parents/carers, children and young people. This includes those who experience bullying behaviour or those who have witnessed it. The first point of contact to report instances of bullying for students and parents is the Tutor. Students can also access support from the Pastoral Support Mentors and persistent issues will be picked up by Progress Managers.

All reported incidents will be taken seriously and investigated in accordance with the whole-school Behaviour Policy, with appropriate sanctions applied. Support for all students involved will be provided and parents/carers will be informed.

Please also note that following the Education Act 2011, where there is a case of cyber-bullying, a member of staff with authorization from the Headteacher is able to seize and examine data or files on students' mobile devices without parental consent where there is good reason to do so. If we feel a criminal offence has been committed then the device can be handed directly to the police for further investigation.

Safeguarding

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action.

Special Educational Needs and Disabilities (SEND)

The headteacher should take account of any contributing factors when dealing with incidents of bullying. Early intervention to address underlying causes of bullying behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Under the Equality Act 2010, schools must not discriminate. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Should the behaviour of a child with any SEN or disability be causing significant harm to others and there is an Education and Health Care Plan (EHCP) in place, the school must request an emergency annual review.

Recording Bullying and Evaluating the Policy

The member of staff who deals with the incident, will record bullying on CPOMS. The Tutor, PM or PSM will be alerted for action and the Deputy Headteacher responsible for behavior and safeguarding informed. The information held will be used to identify trends, inform preventative work in school and the further development of the policy.

Information about bullying will be presented to governors in an anonymous format at least annually.

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The policy will be reviewed and updated annually.

Reference Documents and Related Guidance

- Preventing and Tackling Bullying – advice for headteachers, staff and governing bodies (DfE, July 2017)
- **Cyberbullying: Advice for headteachers and school staff (DfE 2014)**
- Behaviour and Discipline in Schools – a guide for headteachers and school staff (DfE, July 2013)
- Schools White Paper – The Importance of Teaching (2010)
- The Use and Effectiveness of Anti-Bullying Strategies in Schools (DfE, February 2011)
- Equality Act (DfE, February 2013)
- Stonewall 'The School Report' (2013)
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)