Anti-Bullying Policy

July 2025

Next Review: July 2026

Ref: DCA/IKD/ABAs

Contents

Policy Aims 3
We aim to; 4
To achieve our aims, we will; 4
Objectives of Policy 4
Other Relevant Policies 5
What is bullying? 5
Bullying can take many forms but may be one OR a combination of the following types: 5
Homophobic or gender bullying 6
Who experiences homophobic or gender bullying? 6
What is Cyberbullying? 6
How we support our staff and students in understanding cyberbullying: 7
Procedures when responding to cyberbullying incidents: 7
School systems for reporting and monitoring bullying 8
To whom can bullying be reported? 9
Support for children involved 9
Helping children to talk about and deal with bullying 10
Consequences for Bullying 10
Success Criteria 11
The following Acts and guidance have informed this policy; 11

Rationale

Within the Icknield community, we encourage a strong culture of RESPECT which forms a key part of our values as well as forming the basis of our behaviour policy. Upon entry to Icknield every student is expected to sign up to our Respect agenda which states; **'Respect Yourself, Others and the School'**. Every student carries a Respect Card which signifies their understanding and commitment to the values it encompasses.





This philosophy of respect is enshrined in our school's **key values** and our **behaviour policy**. We encourage all to model this behaviour towards one another including staff and this is reiterated with regular reminders via posters and videos on a weekly basis.

The aim of our Anti-Bullying policy is to ensure that students are respectful to each other, allowing others to learn in a happy, supportive, caring and safe environment where they feel comfortable about who they are, without others judging them and without fear of being bullied.

Bullying is anti-social behaviour, it is unacceptable and will not be tolerated. Bullying is a way of making people feel insecure, unhappy, scared of humiliation and their feelings hurt on purpose. It is where someone does bad things over and over again. 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 and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences (DfE 2017). The school operates a continuous Anti-Bullying campaign through the academic curriculum and pastoral system, particularly through its Heads of Year, tutors, PSHE lessons and information in classrooms and assemblies. All students are aware that such anti-social behaviour will not be tolerated and have signed up to the 'Anti-Bullying Pledge' at the start of the year. We have also shown our commitment to eradicate bullying by working towards the United Against Bullying accreditation from the Anti-Bullying Alliance and training Anti-Bullying Ambassadors through the Diana Award.

Policy Aims

All children at Icknield High School have the right to be safe and happy both in class and in their free times. We strive to ensure that *all* children are kept safe and can flourish. Bullying can cause great distress and have a significant impact on health and learning. Both adults and students need to know what to do when this occurs.

In reference to the Equality Act 2010, it is unlawful for a school to discriminate against a student or prospective student by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

At Icknield, we are committed to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and faith minority groups, sexist and sexual bullying. We have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. Under this duty, we must challenge and prevent discriminatory language being used in our school. Our school values are; Celebration. Aspiration, Respect, Equality, Support. These not only form a maxim of the work **CARES** but celebrating differences, showing respect, having equality and supporting each other will not occur in environment where bullying and discrimination are allowed to go unchecked.

Bullying can be addressed in a number of ways including 1:1 support and reparative work, assemblies, the Pastoral programme, PSHE curriculum, outside agency involvement and through other areas of the curriculum. The school will seek to promote curriculum opportunities to address bullying, particularly through PSHE, and the morning registration programme.

Parents and students should know that they can share their worries with the class teacher or a trusted adult in the school. Incidents or concerns can also be reported via email, letter in the year room post boxes, statement sheet, anti-bully book, concern reporting forms and through the Anti-Bullying Ambassadors. Bullying will not be tolerated at Icknield and all allegations of bullying are taken very seriously.

We aim to;

- provide a school environment where bullying is not tolerated and students feel safe to tell someone, if they are being bullied or are aware of bullying taking place
- promote an Anti-Bullying message across the whole school, that encourage all members of the school to act with tolerance, courtesy and consideration to others at all times
- produce a consistent school response to any bullying incidents that may occur
- make all those connected with the school aware of Icknield's stance on bullying, and make clear each person's responsibilities with regard to the eradication of bullying in our school
- Provide numerous avenues for both students and staff to report bullying
- provide support systems within the school for victims of bullying
- Educate the perpetrators of bullying and reduce the chances and opportunity for the bullying to reoccur
- Effective supervision of the school

To achieve our aims, we will;

• Ensure that all students and staff understand the Anti-Bullying policy by making it child friendly and accessible with the support of the Anti-Bullying Ambassadors
• Ensure that all students understand how to report incidents of bullying
• Regard incidents of bullying as a serious matter that needs to be dealt with urgently
• Treat victims of bullying in a supportive manner
• Provide appropriate action, sanctions and support for the perpetrators of bullying
• Work with the Student Voice and the Anti-Bullying Ambassadors to combat bullying
• Monitor and evaluate the number of bullying incidents recorded
• Provide effective training and development for all staff to support a culture of mutual respect and support
• Work with parents to inform them about the potential dangers of cyber bullying and how they can prevent it
• Work with the local community to raise awareness
Continue to promote and develop the Respect Agenda and CARES values within Icknield.

Objectives of Policy

- To describe school systems for dealing with bullying
- To have strategies in place to support victims and bullies
- To ensure that parents know who to approach if they are worried that their child is being bullied
- To ensure that children know what bullying is and know what to do when it occurs

Other Relevant Policies

This policy complements and supports a range of other policies, procedures and curriculum initiatives including:

- ICT Acceptable Use
- Attendance
- Behaviour
- Student Code of Conduct
- Equality Objectives
- Special Educational Needs
- Staff Handbook

What is bullying?

The Anti-Bullying Alliance defines bullying as:

"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 or online".

Bullying is not when children have the odd argument, fall out or engage in a one-off tussle. Bullying can seriously damage a young person's confidence and self-worth; it is the responsibility of all staff to actively support children who are being bullied and to act in a supportive and confidential manner if a child approaches them with an allegation of bullying.

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance (difficult for victims to defend themselves against)
- intentional

Bullying will be treated as a safeguarding /child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The School will then follow the Safeguarding policy.

Bullying can take many forms but may be one OR a combination of the following types:

- **Physical bullying** - Unprovoked assault on a person or group which can range from a 'prod', pushing, poking, kicking, hitting, biting, pinching etc. to grievous bodily harm
- **Psychological/emotional -** Reduction of a person's self-esteem or confidence through threatening behaviour, isolating others, tormenting, hiding/taking possessions, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound them.
- **Social –** being ostracised or exclusion from peer groups.

- **Verbal** - The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, homophobic abuse, sexual innuendo, spreading rumours, name calling, sarcasm, insulting, threats, teasing, belittling etc.
- **Online /cyber** - posting on social media, sharing photos, sending nasty text messages, social exclusion
- **Homophobic bullying or gender bullying** - Any hostile or offensive action against lesbians, gay, bisexuals or transgender individuals or those perceived to be lesbian, gay, bisexual or transgender.

Homophobic or gender bullying

This can be understood as a verbal, physical or psychological attack. Behaviour associated specifically with this type of bullying may include:

- Abusive name calling
- Use of sexual innuendo and unwanted propositioning
- Graffiti with sexual content
- Spreading rumours questioning sexual reputation
- Cyberbullying - the use of mobile phones and the internet to deliberately upset someone else

Who experiences homophobic or gender bullying?

This can affect anyone, regardless of whether or not they are gay, bisexual or trans. It can affect:

- children or young people who are lesbian, gay, bisexual or transgender
- children or young people who are thought to be lesbian, gay, bisexual or transgender
- children or young people who do not fit a perceived gender stereotype or seem different
- children or young people who have parents, carers, friends or family who are lesbian, gay, bisexual or transgender
- teachers and other school staff who are, or are thought to be, lesbian, gay, bisexual or transgender

What is Cyberbullying?

Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click (*From DfE Preventing and Tackling Bullying 2017)*

More than the well-established forms of bullying, it can significantly add to victims' sense of insecurity. Victims can be contacted anonymously in places and at times which they once thought safe, particularly through social networking sites and messaging services. (LBTH. 2011)

Cyberbullying has similarities to traditional bullying and much of the guidance and advice in relation to bullying applies. However, there are some differences which can be summarised as follows:

- Bullying can happen 24/7 making it difficult to escape
- The audience for bullying is potentially much larger increasing the impact
- Cyberbullying incidents can quickly escalate making them difficult to contain
- Anonymity and being one step removed makes it easier for the bystander to join in
- Anonymity also increases the impact on those being bullied as they can't be sure who is responsible
- There is a general lack of awareness that behaviour is cyberbullying and young people tend to underestimate the impact of their behaviour
- Unlike traditional forms of bullying, evidence is readily available and should be preserved

How we support our staff and students in understanding cyberbullying:

1) Students will be educated about cyberbullying through a variety of means, including: Computing lessons, PSHE lessons, assemblies, Anti-Bullying Week, Safer Internet Day and other projects. The delivery of regular Online Safety through Computing lessons is an important part of the preventative strategy.
2) We will be proactive in discussing cyberbullying with students, including how and why it occurs and the consequences of such behaviour. Teaching students what is considered morally right and wrong offline 'in the real world' must also be thought of in the same way online.
3) Students will sign an Acceptable Use Policy (AUP) as they begin at Icknield, before they are allowed to use school computer equipment and the internet in school. This will involve discussions about keeping personal information safe and appropriate use of the internet. *This can be shared with parents to discuss its contents with their children.*
4) Parents will be provided with information and advice about Online Safety and cyberbullying via the newsletter, leaflets and websites.
5) Students and staff will be involved in evaluating and improving policies and procedures. It is desirable that the students will be involved in a response to cyberbullying. They will have a voice through the School Council and the Digital Leaders.
6) Students' ICT use will be monitored whilst on site connected to the school network.
7) Suitable filtering and safeguarding software is in place to support with safer usage online.

Procedures when responding to cyberbullying incidents:

1) All incidents should be reported to the Class Teacher/Pastoral Leader/DSL, who will ensure the person being bullied is supported and take responsibility for investigating and managing the incident.
2) The incident will be reported to other people/organisations where relevant i.e. parents/carers, internet or mobile providers, local authority, and, in some cases, the police.
3) All efforts will be made to try to contain the incident when content has been circulated to other people.
4) The Class Teacher/Pastoral Leader/DSL will investigate and record all incidents of cyberbullying, in accordance with the school's Anti-Bullying policy.

    NB: The wider search powers included in the Education Act 2011 give teacher's stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

5) Staff and students should be advised to preserve evidence and a record of abuse e.g. save phone messages; record/screenshot/print instant messenger conversations or social network pages; print, save and forward whole email messages to staff.

    NB: If images are involved, it will be determined whether they might be illegal or raise child protection concerns. If so, the DSL will be contacted, who may involve the LADO (Local Authority Designated Officer), the local police in cases of actual/suspected illegal content, or CEOP http://ceop.police.uk

6) The person responsible for bullying will be identified. The school will work with them to make them aware of the consequences of their actions and try to change their behaviour - consider anyone who passed on emails or texts or posted responses online.
7) Disciplinary sanctions will be applied as outlined in the school's Behaviour Policy. Consider whether a restorative approach to resolving the matter might be appropriate.
8) Consider whether the matter should be reported to the police – the age of criminal responsibility is 10. (See laws that may have been broken)
9) Confiscate any device(s) if appropriate.
10) Dispose of any device if offences are repeated in line with the Behaviour policy.

School systems for reporting and monitoring bullying

At Icknield, we believe it is important to listen to children when they have concerns. Children can fall out with each other or say things that other children do not like. In these circumstances, we encourage children to tell each other when they do not like something that is happening. Staff will help children address issues, mend harm and reconcile through a restorative justice approach, supportive of the school values. Behavioural incidents (including complaints of bullying) are recorded in SIMS to establish patterns and provide evidence of action. Children also have the opportunity of sharing concerns through various means such as the online form and a 'post box' that can be found in every Year room.

- When it is reported that a child is being bullied in school or out of school (i.e. cyberbullying or journeys to and from school), either by themselves or someone else, then action will be taken promptly and firmly. This is necessary even more so if it involves a child who may find it difficult communicating or remembering what has happened.
- The allegation will be investigated by the member of staff to whom it has been reported, or where judged necessary, by the Pastoral Leader, Assistant Headteacher, Deputy Headteacher, Headteacher or the DSL.
- Those children involved will be interviewed separately and unacceptable behaviour be made clear.
- Depending on circumstances, restorative intervention may take place with those involved.
- Written records of incident/s and outcome/s will be collected and recorded both on SIMS and in the students file. It will also be recorded on CPOMS if appropriate.
- Parent/s of all parties will be informed and may be invited to meet with the school staff to prevent any further episodes.
- Relevant staff will be informed in order to safely monitor situation.

To whom can bullying be reported?

All members of staff take bullying seriously. Children are encouraged to tell someone straight away if they think they are being bullied or if one of their friends is being bullied. In assemblies/PSHE lessons, children are told they can tell any adult including:

- Their Tutor
- A member of staff in the playground
- Their class teacher
- The teaching assistant
- The Assistant/Deputy Headteachers (Anti-Bullying Lead, Mr Chopra)
- The Headteacher
- DSL (Mr King-Mand)
- Their parents

Parents should approach the class teacher in the first instance if they have concerns about their child being bullied. If their concerns continue, they can speak to the year room, Leadership, Headteacher or DSL.

The Attendance Officer and year rooms monitor student absences and will seek to obtain the reason for absence. If the absence is an indication of bullying, the year room, Behaviour Leads and Headteacher would be notified.

Support for children involved

Victims will be:

- Encouraged to confide in a named member of staff if the bullying continues or find an appropriate way to communicate that they are comfortable with
- Helped to develop positive strategies, increased self-esteem and assertiveness (usually with support of learning mentor)
- Monitored in class by teacher or in the playground by midday meal supervisors
- Told how the bullies have been dealt with
- Encouraged to share feelings
- Directed to appropriate support through the Anti-Bullying ambassadors, SISPO or other relevant staff.
- Directed to supportive agencies if appropriate
- Supported through restorative justice methods if bullying persists

Sometimes victims of bullying might need help to develop a friendship group.

Bullies will be:

- Made aware of the seriousness of their actions and possible consequences.
- Monitored in class by teaches or in the playground by duty staff.
- Encouraged to take ownership and responsibility for their actions and the impact on others.
- Where behaviour does not improve, have their own personal behaviour plan.
- Receive sanctions in accordance with the school behaviour policy.

If bullying persists, parents of victims and bullies will be informed and involved in the restorative justice process.

Helping children to talk about and deal with bullying

Children are given the opportunity to discuss strategies to deal with bullying. We actively encourage children to tell when others are being unkind to them. Children are aware of the steps which will be taken by staff if they report bullying.

The curriculum can be used to:

- Raise awareness about all types of bullying, including gender and cyber, and the Anti-Bullying policy.
- Increase understanding for victims, and help build an Anti-Bullying ethos.
- Teach students how constructively to manage their relationships with others.

At Icknield, opportunities for children to discuss bullying and relationships are found through the following means:

- Assemblies
- Class presentations and discussions
- Direct teaching through PSHE
- Respect Reminders
- Cooperative group work
- Restorative practice
- Class sessions led by the teacher

Care is taken to include SEN students in curriculum work about bullying in an appropriate way for their individual needs.

Consequences for Bullying

Through **ABA meetings**, it was agreed on the following consequences regarding bullying:

1. If bullying happens, then the victim shows courage to ask them to stop and then to tell an adult
2. An adult will speak to student about their actions and inform the Pastoral leader if appropriate.
3. The class teacher/ Pastoral leader will record the incident and if appropriate meet with parent.
4. The class teacher/Pastoral leader may inform the Assistant/Deputy Headteacher, DSL or Headteacher and restorative work may take place.
5. The class teacher/Pastoral leader will undertake activities with the class about bullying and the Deputy or Headteacher may lead an assembly on Anti-Bullying.
6. The police may be invited to meet with children to discuss their actions and the implications of their behaviours if this occurred in the community.
7. If behaviour continues, Sanctions may be escalated to include written warnings, classroom changes or band changes
8. If there are further reported incidents of bullying, then a meeting will be staged with the Pastoral Leader or SLT and parents to put in place supportive measures for behaviour to avoid exclusion.
9. If bullying continues, then the Headteacher will have no alternative but refer the matter to the Governing Body with the outcome of either a suspension or permanent exclusion.

Success Criteria

- Students feel safe at Icknield
- The number of incidents reported increases in the short term as staff and students respond rapidly to acts of bullying.
- The number of incidents reported decreases in the longer term as an Anti-Bullying ethos becomes established within the school.
- Students use a range of support structures for reporting and resolving incidents of bullying (eg. parents, tutor, subject teacher, support staff, prefects, Student Voice, ABAs, Concern reporting form etc.).
- Numbers of students reporting having witnessed or been a victim of bullying reduced in bi-yearly Anti-Bullying questionnaires.

The following Acts and guidance have informed this policy;

The Equality Act 2010
The Children's Act 1989
The Ofsted Framework 2019
Preventing and tackling bullying advice fot Headteachers, staff and Governing Bodies 2017
Cyberbullying advice for Headteachers and School Staff 2014