

THE CEDAR FEDERATION

IFIELD SCHOOL

Anti-Bullying Policy

Reviewed: Autumn 2024

Review Date: Autumn 2026

Key Contact Personnel in School

Nominated Member of Leadership Staff Responsible for the Policy:

Paul Jackson, Deputy Director

Designated Safeguarding Lead:

Maddie Arnold-Jones, Headteacher

Deputy Designated Safeguarding Leads:

Susan High, Senior Assistant Headteacher

Emily Baker, Primary Assistant Headteacher

Sue Mason, Secondary Assistant Headteacher

Sam Hargood, Sixth Form Assistant Headteacher

Named Governor with Lead Responsibility:

Brian Williams

Date Reviewed: June 2024

Date of Next Review: June 2026

This policy will be reviewed every two years, and following any concerns and/or updates to national and local guidance or procedures.

Ifield School's Anti-Bullying Policy

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "[Keeping Children Safe in Education](#)". Also guidance from Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".

It is everybody's responsibility to ensure that all pupils are able to learn in a supportive, caring and safe environment. Ifield School has a zero tolerance to any form of bullying, it is however, important to note the following when considering an anti-bullying policy within the context of pupils with special educational needs:

- It is rare that bullying at Ifield School will occur within the definition as outlined below.
- The school's designation can result in extreme challenging behaviours amongst some pupils, and cohorts are supported to ensure the safety of all pupils.
- The Safeguarding and Child Protection policy is implemented throughout the school and any elements within a pupil's life that may indicate inappropriate experiences, including aspects of bullying are recognised.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- Physical
- Verbal
- Indirect (e.g. excluding someone from social groups)

Both the "Physical" and "Verbal" types of bullying may be more apparent, but it is the "indirect" type of bullying that requires closer attention at Ifield School, due to the complexity of pupils' needs. As a result this may lead to paralleled experiences encountered within the framework of bullying, e.g. some pupils experience extreme anxiety levels when in the presence of another particular individual.

Aims

- To prevent all forms of bullying at Ifield School.
- To raise pupil's awareness of bullying behaviour and the school's Anti-Bullying Policy, including during anti-

bullying week.

- To challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.
- To further improve unstructured times so that staff provide an interesting and stimulating environment for pupils.

In order to achieve these aims, the school will:

- Support pupils who are being bullied and teach functional skills to aid in communicating their anxieties / personal disposition.
- Implement individual programmes to help those whose behaviour may be interpreted to be bullying to change their behaviour.
- Take bullying seriously and investigate any incident.
- Be equally concerned about bullying on the journey to and from school, at home, in respite care and during break and lunch times. Details are recorded on the school's behaviour recording system, by the member of staff who is made aware of the incident. This will be analysed by the Leadership Team.
- Involve parents/carers of all parties concerned.
- Keep a record of bullying incidents on the school's behaviour recording system.
- The school will notify parents/carers of all parties involved in incidents.
- Be vigilant for signs of bullying.
- Create positive and purposeful social interaction opportunities throughout the school day.
- Provide individualised interventions for pupils who require extra support.
- Encourage pupils to report all incidents of bullying to an adult. These will then be referred to the Class Teacher, Middle Leader and a Designated Safeguarding Lead.

This policy should be seen as part of the school's Behaviour and Wellbeing Policy and Safeguarding and Child Protection Policy. It will be reviewed every two years or in line with changes to statutory guidance.

1) Policy Objectives:

- This policy outlines what action Ifield School will take to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Ifield School is committed to developing an anti-bullying culture where the bullying of adults, pupils or young people is not tolerated in any form.

2) Links with other School Policies and Practices

- This policy links with a number of other school policies, practices and action plans including:
 - Behaviour and Wellbeing Policy
 - Complaints Policy
 - Curriculum policies, such as: Relationships and Sex Education Policy
 - Acceptable Use Policies (AUP)
 - Safeguarding and Child Protection Policy

3) Links to legislation

- There is numerous legislation for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
 - The Education and Inspection Act 2006, 2011
 - The Equality Act 2010
 - The Children Act 1989
 - The Education (Independent School Standards) Regulations 2014
 - Protection from Harassment Act 1997
 - The Malicious Communications Act 1988
 - Public Order Act 1986
 - Online Safety 2023

4) Responsibilities

- It is the responsibility of:
 - The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the Leadership Team has been identified to take overall responsibility.
 - School Governors to take a lead role in monitoring and reviewing this policy.
 - All staff, including: Governors, Leadership Team, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
 - Parents/carers to support their child/ren and work in partnership with the school to aid understanding of social interactions and appropriate behaviour.
 - Pupils are educated and encouraged to abide by the policy, in line with their age and developmental stage.

Each Class Teacher should:

- Use the curriculum to increase pupils' awareness of bullying and to support them to develop strategies. Use discussion and role play to explore situations related to bullying and to give individual pupils confidence to deal with

'bullying'.

Staff should remain neutral and deliberately avoid direct, closed questions which might be perceived as accusatory or interrogational in style. Staff should ensure that each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. Staff should support pupils to find their own solution to the personal disagreement, and also discuss with them how their proposals will be implemented. A follow-up meeting with the pupils can find out whether their solution has been effective.

Staff should record incidents as part of the Behaviour and Wellbeing Policy and a record must be kept of the incident to include, date, time, place, names of pupils involved and their accounts of what happened. Some pupils may be able to write these themselves.

All bullying incidents must be reported to the appropriate Assistant Headteacher, DSL or another member of the Leadership Team.

Teaching Staff should:

- Ensure pupils are engaged at breaktimes and lunchtimes.
- Carefully supervise secluded areas such as toilets and corridors.
- Observe pupils' play patterns and relationships – note pupils who appear isolated or unhappy and inform the Class Teacher.
- Record and report every allegation of bullying.
- Encourage pupils to use the play equipment and quiet areas around the school.
- Ensure parents/carers of pupils concerned are informed and staff provide feedback to parents/carers on the action taken.
- Ensure the involvement of parents/carers at an early stage which is essential.
- Consider the involvement of outside agencies if the relationship has not improved, for example, Early Help. Parents/carers will be kept informed at all stages.

5) Definition of Bullying

- Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of child on child abuse and can be emotionally abusive; it can cause severe and adverse effects on pupil's emotional development.

6) Forms of Bullying covered by this Policy

- Bullying can happen to anyone. This policy covers all types of bullying including:
 - Bullying related to physical appearance.
 - Prejudicial bullying (against people/pupils with protected characteristics).
 - Bullying related to race, ethnicity, religion, nationality, culture, faith and belief and for those without faith.
 - Bullying related to SEND (Special Educational Needs or Disability).
 - Bullying related to physical/mental health conditions.
 - Bullying related to sexual orientation (e.g. homophobic/biphobic bullying).
 - Bullying of young carers, Children in Care or otherwise related to home circumstances.
 - Gender based bullying, including sexist, sexual and transphobic bullying.
 - Bullying via technology, known as online or cyberbullying.
 - Physical, emotional and sexual bullying.
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act).

7) School Ethos

- Ifield School's community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals, it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying, Ifield School can help to create safe, disciplined environment, where pupils are able to learn and achieve their very best.
- *Our Community:*
 - Monitors and reviews our anti-bullying policy and practice on a regular basis.
 - Supports staff to promote positive relationships, to help prevent bullying.
 - Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include pupils with SEND. Being aware of this will help staff to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
 - Will intervene by identifying and tackling bullying behaviour appropriately and promptly.

- Ensures pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the Anti-Bullying Policy.
- Requires all members of the community to work with the school to uphold the Anti-Bullying Policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with the school's Complaints Policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

8) Responding to Bullying

- The following steps may be taken when dealing with all incidents of bullying reported to the school:
 - If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
 - The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
 - The Headteacher, Designated Safeguarding Lead or another member of the Leadership Team will interview all parties involved. Incidents should be addressed and investigated in school, including all involved Teachers, Teaching Assistants, pupils and parents/carers.
 - The Designated Safeguarding Lead will be informed of all bullying concerns where there are safeguarding concerns.
 - The school will speak with and inform other staff members, and parents/carers, where appropriate.
 - The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
 - Consequences (as identified within the schools' Behaviour and Wellbeing Policy) and support for individuals will be implemented, in consultation with all parties concerned.
 - If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including Early Help or Social Services (if a pupil is felt to be at risk of significant harm).
 - Where the bullying takes place whilst learning offsite or outside of usual school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the schools' Behaviour and Wellbeing Policy.

- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Strategies will be developed to ensure that the pupil is safe and supported and that an intervention is pursued to support all pupils concerned.
- In severe cases, it may be necessary to separate certain individuals that are incompatible.

Cyberbullying

- When responding to cyberbullying concerns, the school will:
 - Act as soon as an incident has been reported or identified.
 - Provide appropriate support for the individual who has been cyberbullied and work with the pupil who has carried out the bullying to prevent further incidents.
 - Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
 - Take all available steps where possible to identify the person responsible. This may include:
 - Looking at use of the school systems
 - Identifying and interviewing possible witnesses
 - Contacting the service provider and the police, if necessary.
 - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the Safeguarding and Child Protection Policy which covers searching and confiscating procedures.
 - Requesting the deletion of locally-held content and content posted online if they contravene school policies.
 - Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
 - Inform the police if a criminal offence has been committed.
 - Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - Advising those targeted not to retaliate or reply

- Providing advice on blocking or removing people from contact lists
- Helping those involved to think carefully about what private information they may have in the public domain.

Supporting Pupils

- *Pupils who have been bullied will be supported by:*
 - Reassuring the pupil and providing continuous support.
 - Offering an immediate opportunity to discuss the experience with their Class Teacher, the Designated Safeguarding Lead, or a member of staff of their choice.
 - Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
 - Working towards restoring self-esteem and confidence.
 - Providing ongoing support, this may include: working and speaking with staff, offering formal counselling, engaging with parents/ carers.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children’s Services, or support through Children and Young People’s Mental Health Service (CYPMHS).

- *Pupils who have perpetrated the bullying will be helped by:*
 - Exploring what happened, establishing the concern and the need to change.
 - Informing parents/carers to help change the attitude and behaviour of the pupil.
 - Providing appropriate education and support regarding their behaviour or actions.
 - If online, requesting that content be removed and reporting accounts/content to service provider.
 - Consequences, in line with school’s Behaviour and Wellbeing Policy.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children’s Services, or Children and Young People’s Mental Health Service (CYPMHS) as appropriate.

Supporting Adults

- Ifield School takes measures to prevent and tackle bullying among pupils, however, it is equally important to recognise that bullying of staff and parents/carers, whether by pupils, parents/carers or other staff members, is unacceptable.

- *Adults (staff and parents/carers) who have been bullied or affected will be supported by:*
 - Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead, a member of the Leadership Team and/or the Headteacher.
 - Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
 - Where the bullying takes place whilst learning offsite or outside of usual school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's Behaviour and Wellbeing Policy.
 - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
 - Reassuring and offering appropriate support.
 - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

- *Adults (staff and parents/carers) who have perpetrated the bullying will be helped by:*
 - Discussing what happened with a member of the Leadership Team and/or the Headteacher to establish the concern.
 - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
 - If online, requesting that content be removed.
 - Instigating disciplinary, civil or legal action as appropriate or required.

9) Preventing Bullying

Environment

- The whole school community will:
 - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
 - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (Child on Child abuse).
 - Recognises the potential for pupils with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
 - Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also pupils with different family situations, such as Children in Care or those with caring responsibilities.

- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable pupils and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

- The whole school community will:
 - Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
 - Regularly update and evaluate practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
 - Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school’s attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online.
 - Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
 - Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

- The school community will:
 - Train all staff, including: teaching staff, support staff (e.g. Admin Team and Site Team), to identify all forms of bullying and take appropriate action, following the school’s policy and procedures (including recording and reporting incidents).
 - Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the School Council.
 - Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
 - Provide systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self-esteem.
 - Raise the awareness of anti-bullying via the school’s RSE and PSHE curriculum and assemblies as appropriate and during anti-bullying week.

- Continue to advocate a supportive environment amongst pupils and staff as an essential part of the underlying ethos in which the school operates.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

10) Involvement of Pupils

- *We will:*

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- Regularly seek pupils and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of consequences which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the difficulties they have.

11) Involvement and Liaison with Parents and Carers

- *The school will:*

- Take steps to involve parents/carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Ensure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address concerns beyond the school gates linked to bullying.
- Ensure that parents/carers work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about the school's complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12) Monitoring and Review: Implementing Policy into Practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any concerns identified will be incorporated into the school's procedures.
- The Headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report to the Governing Body on incidents of bullying, including outcomes and actions taken.

13) Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com

- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff': <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE 'Advice for parents and carers on cyberbullying': <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

Lesbian, Gay, Bisexual, Transgender, Queer or Questioning (LGBTQ+)

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
 - A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters

- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

www.gov.uk/government/publications/preventing-and-tackling-bullying

Single Equalities Scheme Impact Assessment

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of disability, race, belief, gender, sexual orientation or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the school.

Ifield School is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this school and will have regard to the Best Value Statement as agreed by the Governing Body.

Reviewed Date: Autumn 2024

Review Date: Autumn 2026

Signed by Headteacher:

Signed by Chair of Governors: