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St Ives School
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ANTI-BULLYING POLICY

Anti – Bullying policy
Whole School Policy including EYFS

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	DATE	NAME
AUTHORISED	November 2024	Kay Goldsworthy
POLICY REVIEWED	November 2025	Kay Goldsworthy
NEXT REVIEW DATE	November 2026	

Policy Statement

In line with our value statement that every member of our community will be treated with dignity and respect, St Ives School endeavours to provide an environment in which everyone feels happy, safe and secure. The aim of our policy is to encourage care and consideration for all - positive behaviour is reinforced and rewarded by staff and children are praised for consideration and kindness to others, to help members of the school community to deal with bullying when it does occur and, even more importantly, to prevent it.

We aim to teach children to have integrity, tolerance and an understanding of what is meant by "right" and "wrong" and their "rights" and "responsibilities," whilst showing sensitivity to the feelings, needs and rights of others. Emphasis is placed on the importance of honesty and truthfulness, being kind to others and helping those who are less fortunate. Thus the school is committed to values of tolerance and respect for others, opposing all forms of bullying.

Bullying is damaging to those who experience it and to those who perpetrate it and, therefore, undermines the community. St Ives School recognises that bullying is not a specific criminal offence. However, there are criminal laws which apply to harassment and threatening behaviour and if staff feel that an offence may have been committed, the Head will inform the police and seek assistance from them. All members of the school community (children, parents, teaching and non-teaching staff) work together to ensure that if bullying comes to light it is dealt with speedily and effectively. Our assemblies, the Personal, Social, Health and Citizenship programme and the application of other related policies, including Pupil Care and Supervision procedures, form a central part of our strategy to prevent bullying.

Records of any incidents of bullying are held on file and reviewed regularly by SLT to ensure that any patterns can be identified and the effectiveness of the school's approach to anti-bullying evaluated.

This policy has regard to relevant legislation and governmental guidance, and it applies to all in the school community, including those within the EYFS setting. St Ives School seeks to implement this policy through adherence to the procedures set out in the rest of this document, and is fully committed to ensuring that the implementation of the policy is non-discriminatory, in line with the UK Equality Act (2010).

This policy applies to all members of our school community, including those in our EYFS setting.
St Ives School is fully committed to ensuring that the application of this Anti-Bullying policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.
St Ives School seeks to implement this policy through adherence to the procedures set out in the rest of this document.
In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the main school office and should be read in conjunction with the following document.
This document is reviewed annually by Kay Goldsworthy (Head) or as events or legislation change requires. The next scheduled date for review is November 2026.

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

- Educational Visits Policy
- Safeguarding/Child Protection Policy
- Behaviour and Discipline Policy
- Exclusion, Expulsion, Removal and Review Policy
- Mobile Devices Policy
- E-Safety policy
- SEN Policy

The objectives of our policy are as outlined in the subsections below:

How St Ives School Defines Bullying

Bullying:

- Is intentionally hurtful behaviour towards another pupil or group and may be motivated by prejudice against particular groups
- It may be physical or emotional, or both
- Can be repeated often over a period of time
- Can make it difficult for those being bullied to defend themselves
- May concern race, religion, culture, sexual, gender, homophobia, transphobia, disability, special educational needs, sexist, cyber (email, texts, photographs, websites, telephones) and situation e.g. Adopted, carer.

Bullying may take different forms, such as:

- Physical – gestures, hitting, kicking, taking or hiding belongings
- Verbal – name-calling or other deliberately hurtful remarks
- Indirect – spreading unpleasant stories about someone, excluding someone from social groups
- Coercion - encouragement of other people to engage in any of the above types of behaviour
- Cyber - through misuse of the internet or the mobile telephone, sending inappropriate and hurtful text messages, emails or chat room/social websites/social networking comments or photographs (see Appendix 2). Pupils who use the internet in ways that cause harm to others and bring the name of the school into disrepute, may be subject to disciplinary sanctions even if the behaviour takes place off school premises.

All members of the St Ives School community are aware that bullying can have long term damaging effects for victims and their families which can include serious physical and/or psychological effects. We believe bystanders who ignore bullying are also considered to bear some blame. A bullying incident will be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' In such cases the school will report its concerns to the local authority social care department and possibly the police in cases where we believe a criminal offence to have been committed.

What we do to prevent bullying:

St Ives School takes appropriate action to prevent and reduce the risk of bullying, especially at times and in places when it is most likely (e.g. at lunch break, staff on patrol duty or playground duty are a crucial part of the school's strategy to prevent bullying). We are committed to raising awareness of bullying through relevant training for new and existing staff and by requiring staff to be a visible presence around the school during non-contact time. It is important that staff understand the principles of our Anti-bullying policy, their legal responsibilities, and what action they should take to resolve and prevent bullying problems, and what sources of support are available to pupils. Staff have a

responsibility to be aware of pupils who may be more at risk of being either victims of bullying or bullies themselves, perhaps by belonging to a group that can be targeted by bullies or because of difficult personal circumstances.

Staff meetings are used to discuss the care of the children and staff and strategies for ensuring bullying and other types of poor behaviour do not occur. Where appropriate the school will invest in specialised skills to understand the needs of their pupils including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils. Child protection training for staff alerts staff to the risks involved for pupils when bullying occurs. Safe supervision of pupils and an ethos of care are regarded by teaching staff as the most important aspects in preventing bullying. In addition the following measures are also taken:

The school's policies relating to pupil safety and care are published to all parents.
Our Behaviour and Discipline Policy and our Equal Opportunities Policy are positively promoted amongst staff, pupils and parents.

Our approach to all aspects of electronic communication and learning technologies includes education about cyber-bullying so as to instil in pupils both a knowledge of what technologies are available to them and the risks to which they may be subject (see our Mobile Devices Policy)
The school creates an environment of good behaviour and mutual respect. Staff and older pupils are expected to set an example. All form tutors and the staff at large find every opportunity to celebrate the individual success of pupils.
Children are told that if they believe they are being bullied, or if they see someone else being bullied, they must report it to an adult in the community.

Children who observe bullying are told to support victims by:

- Refusing to join in
- Standing up for the victim
- Pointing out to the bully that they are bullying
- Showing the victim kindness
- Telling an adult

Teaching about bullying in the school is appropriate to the age and maturity of the pupils. We draw on a range of educational experiences to teach pupils about bullying. We discuss the differences between people and the importance of avoiding prejudice.

Our PSHE Programme and assemblies deal with bullying by presenting role-play situations which demonstrate various types of bullying and ways of dealing with it. Circle time is also used to discuss bullying issues at an appropriate level. Within lessons children carry out projects, improvisations through drama, looking at scenarios through role play and through these they build resilience to protect themselves and others, promote understanding of the differences between people and the importance of using prejudice based language. Outside of lessons, assemblies and form based discussions further support this programme.

Rights of children in the school

All children have the right to:

- Live in a safe, well ordered caring community
- Be valued as an individual regardless of race, religion, culture, disabilities or social background

- Get on with their work
- Say “no” firmly to anything they think is wrong
- Support and help from staff in the school
- Know they can tell someone in confidence if they are being bullied or victimised or if they see fellow children being bullied or victimised

Responsibilities of children

The school expects all children:

- Not to put up with any form of bullying
- Not to be afraid to report bullying
- To help to stop others who are bullying
- Not to put up with bullying in their friendship group

Rights of adults in the school

All adults have the right to:

- Work in a safe, well ordered community
- Be valued as an individual
- Get on with their work
- Not be bullied

Responsibilities of adults in school

The school promises that:

- Every incident of reported bullying will be fully investigated in a thorough, fair and respectful manner
- All incidents will be logged in the incident book
- People/children who help to stop bullying by telling a teacher will be given full support
- Strategies are in place to support both the victim and the bully
- Bullies will be given every opportunity to discuss their actions in an atmosphere of openness and concern
- Advice may be sought from outside agencies as appropriate
- The issue of bullying will be addressed through pshe, circle time and other curriculum areas as appropriate e.g. Dance, drama, art

Rights of parents

Parents have the right to:

- Expect that all reported incidents of bullying will be dealt with efficiently and in a caring manner
- Be welcomed into the school to discuss problems of bullying and the school’s response to it
- Be immediately informed if their child has been involved in a bullying situation and kept informed of the actions being taken to resolve the situation

Responsibilities of parents

The school expects that parents:

- Will work with their children to create an attitude of tolerance and respect for others and will keep an eye out for problems and inform the school as soon as possible
- Accept responsibility for incidents that start and develop outside school
- Accept that at times, outside agencies may need to be involved to help sort out problems
- Will work with the school in helping to sort out problems of bullying
- Will want to be part of a positive, caring partnership with the school

How should bullying be reported?

Information about bullying comes from a variety of sources, including parents, pupils, staff and members of the public. In all cases St Ives assures the child (or adult) that they shall be taking immediate action to stop the bullying. Children are told that if they have any concerns at all about bullying they should tell a teacher. If parents hear of incidents, they have a responsibility to tell the school. The school will follow up information to attempt to identify the bully where names are unclear.

Where children are involved, parents are informed as soon as possible, though sometimes some leeway may be required in order for investigations to be completed. Depending on the nature of the allegation, the class teacher or the Head of School or a combination of both will deal with the situation. As a rough guide, the more serious the allegation the more likely it is to involve senior staff.

Where the matter concerns bullying of staff, the investigation will take place at the appropriate managerial level. (See Staff Handbook for additional information)

All discussions will be conducted fairly, giving all sides the opportunity to state their case, so as to establish the truth in what seldom turn out to be straightforward issues. In all cases those involved will be warned not to do or say anything that may prejudice their position regarding the member of the school who has been bullied.

Except for the most straightforward cases in which truth has been established and the matter has been resolved swiftly, discussions will generally be conducted by the class teacher or headteacher. A record will be kept of the interview and what is said to be corroborated. Notes, both rough copies and, where necessary, a brief summary and copies of any letters sent to parents will be put on files with cross referencing as appropriate. The Sanctions & Bullying record will be updated by staff and consulted at regular intervals to check for any patterns of bullying.

Where the offence concerns only staff, the appropriate formal grievance or disciplinary procedures will be followed. See Staff Handbook for further information

Where the offence involves pupils, letters written to parents will detail the nature of the offence and any sanctions imposed, and will set out what improvements the School expects to be made in behaviour (see Behaviour Policy) as well as the consequences of failure to improve.

At the conclusion of the investigation, if appropriate, one of the members of staff involved will contact parents of any pupils directly involved and inform them of action taken. Wherever possible the identity of 'informers', and pupils other than the son or daughter of the parent will not be disclosed.

At all levels of the school, bullying will be treated as a child protection concern if the pupil is suffering, or likely to suffer, 'significant harm'. If this is the case or if the bullying committed amounts to a criminal offence or the Head deems it necessary external agencies including the Police and Children's social care will be involved.

Strategies for dealing with bullying

- Take an account from the victim and alleged bully
- If appropriate, ask other children for their account
- Explain that there is a problem for the victim (using name) and recount the story clearly so that their distress is described
- Ask all the group members if they can give ways of making the victim (using name) feel happier
- Convey throughout the process, that the people involved are not "bad" and are capable of kind behaviour which will help the victim (using name)
- Direct children to suitable acts and give manageable target to "bully"
- Meet each member of the group alone daily to see how things are going
- In co-operation with parents help the victim to avoid the bullying
- In co-operation with parents help the victim to show as little reaction as possible
- In co-operation with parents compensate for loss of self-esteem by reminding the victim of his/ her achievements and positive attributes
- Do not encourage the victim to fight back
- If appropriate, consider changing classes for victim or alleged bully
- Keep the headteacher and, if appropriate, other staff including the pshe co-ordinator, informed of situation at all times

A separate meeting with parents of both the victim of the bullying and the bully should be arranged as soon as possible after the incident. During the meeting, strategies to enable the child to overcome the incident (both victim and bully) should be planned.

A further meeting should then be arranged for one week hence in order to discuss progress. Subsequent meetings should be arranged for as long as the parents and/or the children need them. Please refer to Appendix 1 for advice on working with parents.

Appropriate sanctions will be actioned (loss of Privilege Time, Verbal Warning, Temporary Exclusion) ultimately including exclusion that maybe necessary in cases of severe and persistent bullying.

Recording

Even apparently trivial incidents should be reported, because they help to create an overview of a situation. In order to identify patterns staff must record any incidences of bullying on CPOMS. This record is reviewed by the Key stage Co-Ordinators half termly and by the Head to help evaluate the effectiveness of the school's approach to anti-bullying and to enable patterns to be identified and appropriate preventative actions taken.

If sanctions are imposed these are to be recorded on CPOMS. All school staff must take care to treat cases of suspected incidences of bullying that are reported to them seriously, and to take prompt and appropriate action. The type of action will depend on the circumstances. In practice the sanctions applied to pupils range from a loss of Privilege Time,

verbal warning to temporary or permanent exclusion, depending on the gravity of the offence and the pupil's previous record with reference to bullying.

Counselling

When children do have problems, they feel angry, upset, frightened, confused or embarrassed. They need a chance to air their views and feelings or to be helped to do so. Counselling children in these instances requires certain basic skills. These are:

- being genuine - a sense of honesty which attracts trust - in counselling, a teacher's interest in the child's worries must reflect an honest concern
- an unconditional positive regard - showing children they are accepted, valued and respected without any preconditions. Rejection by the teacher will create barriers and will prevent effective teaching and learning. One technique to show positive regard towards a child who is persistently misbehaving is to divorce the child from his / her self - "we like you - it's your behaviour we don't like"
- empathy - the sensing of other people's feelings and conveying this through verbalisation, positive speaking and voice quality
- listening - active listening enables children to express themselves
- re-statements and classifications - used to confirm that the child has been understood

Counselling can help prevent anticipated problems occurring. It can help children cope with an ongoing problem which is outside their control and can help resolve or minimise problems / behaviour presented in class.

Conclusion

It is the aim of the school is to ensure that there is a continuity of approach throughout the school with regard to Anti Bullying, Child Protection and safety. New members of staff will be informed of the department's policy with regard to Bullying and be expected to adhere to it. Regular updates will be provided to all staff.

Appendix 1

Advice to teachers on bullying

Working with parents

- Recognise that the parent is generally under a great deal of stress.
- Even if the parent expresses anger and directs it towards the school, remain understanding.
- Make it clear that you do care and will do what you can to resolve the situation.
- Try to get the facts clearly established but do not cross-examine or unduly emphasise inconsistencies.
- Point out that you will need some time to investigate the matter. Be specific about a time limit and make sure you tell the parent when and how you intend to communicate your findings to him/her.
- Make sure the parent is clear about the school's policy and procedures for dealing with bullying and also make clear the school's philosophy in supporting all pupils who have been involved in a bullying incident. It may be necessary to make clear that the school does not (unless the bullying incident was very serious) have a "punishment" system but that, whenever possible, it tries to offer support and guidance to both the victim and the bully. This could include for the 'victim' having a buddy, not talking about the incident in front of others and providing them with resources. This could include for the 'bully' checking how things are going at school, helping them to join in with others and praise kind behaviour. The parent of the victim could have a problem with this and such an approach often needs explaining with great sensitivity.
- Listen to the parent's ideas on what might be done and indicate that you are very keen on developing a joint plan with the parent to overcome the problem.
- Try to avoid getting into any argument and above all don't set out to blame the parent, even if you strongly suspect that the parent has contributed to the problem.

Appendix II: Contact Details and Information

SCC Child Services Social Care Team	0300 200 1006 Out of hours number 01428 517898
SCC Early Years Reception (Social care)	01372 833895
Designated Person for CP Kay Goldsworthy (Head) (Dep – Jade Vaus/Nicola Smith)	01428 643734
Head of School – Kay Goldsworthy	01428 643734
Nursery Manager – Jade Vaus **Deputy Head – Nicola Smith**	01428 643734
Designated Safeguarding Governor – Karen Laurie **Chair of Governors – Elizabeth Simmons**	01428 643734
Childline	08001111
NSPCC	0808 808 5000
Charities Commission Reg No312080	0845 3000218

This document was informed by reference to the relevant documentation issued by Ofsted, DfE, IAPS and the Surrey Local Authority. It is also in accordance with the school's policy on equal opportunities and child protection/safeguarding.

Appendix 2: Cyberbullying

Cyberbullying is a type of aggression defined by Childnet International as the 'sending or posting of harmful or cruel text or images using the internet or other digital communication devices'. The Anti Bullying Association has identified seven types of cyberbullying, ranging from abusive text messages, emails and phone calls, to bullying in internet chatrooms, social networking sites and instant messaging:

1. **Text messages** – unwelcome texts that are threatening or cause discomfort.
2. **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed.
3. **Mobile phone calls** – silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else's name.
5. **Chatroom bullying** – menacing or upsetting responses to children or young people when they are in a web-based chatroom.
6. **Instant messaging** – unpleasant messages sent as children conduct real-time conversations online.
7. **Bullying via websites** – use of defamatory blogs (web logs), personal websites and online personal polling sites.

Cyberbullying is insidious; it can be conducted 24 hours a day, seven days a week, following children into their private space and outside school hours. It can be anonymous. The audience is large and can be reached rapidly. Unlike other forms of bullying, a single incident can be experienced as a multiple attack – a video posted to a website can be copied to many different sites. Bystanders can become accessories by passing on a humiliating message. Messages on social networking sites remain there to damage social life and friendships and, in the case of teaching staff, reputation and credibility.

Strategies to address and prevent cyberbullying

In order to help our children deal with cyberbullying, we make them aware of the issues during ICT and PHRE lessons appropriate to their ages. We hold parent training evenings advising parents on the issues surrounding the internet and helping parents know about emerging technologies their child might be using. We hold staff training sessions on e-safety and ensure all children know where to go for help either through a member of staff, through the 'Think you know' website or by reporting it online.

For further information please refer to our E-Safety policy available on our website or as a hard copy from the Main Office.