



Ivington C of E
Primary and
Pre-school

*Reaching together with the Fruit of the
Spirit (Galatians 5:22-23)*

Anti-Bullying Policy

Approval of the Governing Body

This document is a statement of the aims, principles and strategies for:

Anti-bullying policy

At

Ivington CE (VA) Primary and Pre-school

It was revised during the:

Autumn Term 2025

It has been agreed and is supported by the teaching staff and the governing body.

We aim to review this policy during the:

Autumn Term 2028

Or sooner if necessary



To provide a caring, Christian ethos for the school, which inspires and excites a shared enthusiasm for life and learning.

At Ivington CE Primary and Pre-school, through our strong Christian ethos and focus on nine important Christian values, we are committed to providing a deeply nourishing, spiritual, ambitious, and broad curriculum.

Our motto, 'Reaching together' underpins our belief in equality of opportunity for all, where we actively endeavour to promote understanding and appreciation of our diverse society and give each child a special place in the world where they feel valued, essential to our community and equipped with the necessary skills to make a positive contribution.

We perceive our role to be opening a 'Window on the World', through which our pupils are actively encouraged to develop respect for the beliefs and cultures which enrich their everyday lives and encourage others to do likewise.

We strive to eliminate inequality through our deep Christian ethos of respect and understanding of all groups in society, which ensures that everyone at Ivington will be treated fairly despite his or her creed, colour, disability, or gender.

More details are available in our Inclusion, Racial Equality and Equal Opportunities policies.

The health, safety, and welfare of all the people who work or learn at our school are therefore of fundamental importance. We aim to provide a safe, secure, and pleasant working environment for everyone. The governing body, along with the LA, takes responsibility for protecting the health, safety and welfare of all children and members of staff.

Aim

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and as an individual.

We are a caring community, whose values are built on Christian morality, mutual trust and respect for all. This policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. 'Reaching Together'.

Ivington CE Primary and Pre-school does not tolerate bullying of any kind. We believe that children have the right to learn in a supportive, caring and safe environment without fear of being bullied. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- To prevent acts of bullying through PSHE, assemblies and other curriculum areas
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. We have a 'Reaching Together' code of conduct which is displayed throughout the school.

Introduction

It is a government requirement that all schools have an anti-bullying policy. This policy reflects this guidance and the principles enshrined in '*Every Child Matters*'.

Bullying (as defined by the DfE) is: deliberately hurtful, repeated behaviour by one or more adult or child which uses power to hurt, threaten, frighten or cause unhappiness to another or others through physical, verbal or indirect means such as cyber-bullying or rumour spreading. It is not generally a "one-off" act of temper or aggression.

Forms and types of bullying covered by this policy

Physical bullying: jostling, punching, slapping, kicking, biting, pushing or any kind of physical violence or assault.

Verbal bullying: shouting, swearing, teasing, badgering, name-calling, cursing families, use of threatening words, verbal taunting etc.

Emotional bullying: exclusion, teasing, rumour-spreading, malicious gossiping, mental torment, threatening gestures, menacing looks or stares, suggestive actions, inappropriate drawings, graffiti, note-passing, ostracising.

Racial bullying: any of the above methods.

Sexual bullying: any of the above methods.

Religious bullying: any of the above methods.

Cyberbullying: carrying out any of the above by using any electronic means: phones (texts, calls), emails, social networking, blogs, faxes, cameras etc.

LGBT bullying: any of the above methods

Extortion, damage or theft of property including packed lunches, coats, bags of school work.

Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

In addition:

- Bullying does not only take place between children. Parents/carers, teachers and adults sometimes bully children and other adults. If someone is persistently denigrated, his/her self-esteem will be damaged.
- Children may bully parents/carers, teachers and other adults. A concern is that adults may be reluctant to admit this.
- A positive, open approach should help all members of our school communities develop the necessary skills to deal confidently with all aspects of bullying.
- The bully, although the perpetrator, will nearly always have been bullied themselves and should be regarded as a victim and in need of counselling

Policy Implementation

- All complaints will be taken seriously and thoroughly investigated.
- Everybody (teaching and support staff, parents/carers, volunteers, governors and children) will be aware of our anti-bullying policy as part of their induction or annual training.
- Staff will actively display non-bullying behaviour.
- All staff aware of the vulnerable areas of the school (e.g. toilets, corridors) and will endeavour to supervise these areas vigilantly.
- Staff will be observant to the signs of bullying.
- Staff to implement school, class and playground rules consistently.
- Relevant information will be passed to next teacher in order to ensure consistency and awareness of vulnerability.
- Class teachers will observe carefully, analyse friendship groups and review seating arrangements as appropriate.
- Staff will take the view that it is a responsible and necessary act to report and record incidents of bullying according to school procedures. All

incidents/complaints re bullying will be recorded and immediately reported to the Leadership Team.

- Children will be encouraged to take collective responsibility in reporting incidents of bullying and be aware of the seriousness of being a bystander.
- Advice will be given across the curriculum for potential bullies, their victims and bystanders (e.g. PSHE, anti-bullying week, assemblies, cross-curricular themes).
- Wherever possible we will invite visitors/theatre groups to support our Anti Bullying Policy.

Parents/carers will always be informed regarding bullying incidents.

- Support can be sought from a variety of sources including Thrive practitioners, LA Behaviour Support Team, Educational Psychologist, social workers, school nursing service, counsellors.
- Solutions will be sought by discussion with all parties.

Responding to Bullying

- 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.
- A member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
 - The school will speak with and inform other staff members, 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.
- The school will act as soon as an incident has been reported or identified.
- Sanctions, as identified within the school relationship policy, and support 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 children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
 - A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Dealing with Bullying

When dealing with bullying incidents, we will observe five key points:

1. Suspected bullying should never be ignored.
2. Staff should not make premature assumptions.
3. All accounts of the incident should be listened to.
4. A problem-solving approach will be adopted which encourages pupils to find solutions rather than simply justify themselves.
5. Regular follow up to check bullying has not resumed.

Possible Sanctions

- Loss of privileges and playtimes
- Written and verbal apologies
- Behaviour contracts-class, group or individual
- Restorative justice
- Official warnings
- Exclusion from lunchtimes
- Exclusion from specific games or parts of the site
- Loss of independence e.g. accompanied to toilet, no messages etc
- Fixed/permanent exclusion

Advice for Bullied Pupils

Pupils are told never to 'suffer in silence' and are encouraged to talk to adults. Childline posters are displayed.

During a bullying incident, pupils should be advised to:

- Try and stay calm and look as confident as they can .
- Be firm and clear and look the bully in the eye and tell them to stop.
- Get away from the situation as quickly as they can.
- Tell an adult what happened straight away.

After they have been bullied, pupils should:

- Tell a teacher or other adult at school.
- Tell their family .
- Take a friend with them if they are scared to tell an adult themselves.
- Use the peer support services at school.
- Not blame themselves for what has happened.

When they talk to an adult about the bullying pupils should be clear about:

- What has happened to them.
- How often it happened.
- Who was involved.
- Where it happened.
- Who saw what happened.
- What have they done about it already.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their 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. Members of the wellbeing team may be involved at this stage.
- Providing ongoing support; this may include: working and speaking with staff, engaging with parents and 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, MELO or support through the Children and Young People's Mental Health Service (CAMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
 - 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, the Behaviour Team or the Children and Young People's Mental Health Service (CAMHS).

The role of the headteacher

- It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher and all of the staff draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly, separate meeting or circle time as the forum in which to discuss

with other children why this behaviour was wrong, and why a pupil is being punished.

- The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of Governors

- The governing body of Ivington C.E Primary School supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of parents and carers

- Parents and carers of Ivington C.E Primary School who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.
- Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

Education and training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, 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/student council, etc.
- 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.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.

Involvement of pupils

We will:

- Regularly canvas children 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 sanctions 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.
- Utilise pupil voice in providing pupil led education and support.
- 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 to address the problems they have.

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- 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 issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.

Bullying outside the school premises

Schools are not directly responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent informs us of bullying off the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the Headteacher of any other school whose pupils are bullying.
- Talk to the police where this is deemed necessary. The DfE says that, "exceptionally failure to take disciplinary steps to combat harmful behaviour outside the school might breach the school's common duty of care." Legal Services advise that schools can take disciplinary action against pupils for incidents that occur outside of school.

Useful links and supporting organisations.

- Anti-Bullying Alliance: <https://www.anti-bullyingalliance.org.uk/>
- Childline: www.childline.org.uk
- Family Lives: <https://www.familylives.org.uk/>
- Kidscape: <https://www.kidscape.org.uk/>
- MindEd: <https://www.minded.org.uk/>
- NSPCC: <https://www.nspcc.org.uk/>
- PSHE Association: <http://www.pshe-association.org.uk> • Restorative Justice Council: <http://www.restorativejustice.org.uk>
- The Diana Award: <http://www.diana-award.org.uk>
- Victim Support: <http://www.victimsupport.org.uk>
- Young Minds: <http://www.youngminds.org.uk>
- Young Carers: <http://www.youngcarers.net>
- The Restorative Justice Council:
www.restorativejustice.org.uk/restorativepracticeschools

Cyberbullying

- Childnet: <http://www.childnet.com>
- Internet Watch Foundation: <http://www.iwf.org.uk>
- Think U Know: <http://www.thinkuknow.co.uk> • UK Safer Internet Centre: <http://www.saferinternet.org.uk>
- The UK Council for Child Internet Safety (UKCCIS):
www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: <http://www.annefrank.org.uk>
- Kick it Out: <http://www.kickitout.org>

- Report it: <http://www.report-it.org.uk>
- Stop Hate: <http://www.stophateuk.org>
- Educate against Hate: <http://www.educateagainsthate.com>
- Show Racism the Red Card: www.srtrc.org/educational
SEND
- Changing Faces: <http://www.changingfaces.org.uk>
- Mencap: <http://www.mencap.org.uk>

CONCERNS, COMPLAINTS ... AND COMPLIMENTS

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure, a copy of which may be viewed on the website or a paper copy obtained from the school office. We would also be pleased to receive compliments – feedback from parents when things have gone well.