



**Iffley Academy**  
**Anti-bullying Policy**

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## Introduction

*'Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood'. (DfES, 2017)*

At The Iffley Academy we take bullying very seriously. We believe that every child has the right to a safe and secure environment in which to learn and achieve their potential. This policy outlines our strategies for dealing with bullying. This policy will provide advice, guidance and support to staff, parents, pupils and governors in all matters relating to bullying in our school.

## Aims and Purposes

Bullying of any kind is unacceptable. At our school the safety, welfare, well-being of all students and staff is a key priority. We take all incidents of bullying seriously, and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment, or discrimination. We actively promote values of respect and equality, and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and prepare them for their adult life. These values reflect those that will be expected of our students by society when they leave school. We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing, and assessing the impact of our preventative measures.

- To provide a safe and secure environment for all our students
- To always encourage respect for the individual, celebrating the differences between us
- To prevent bullying behaviour
- To protect those subjected to bullying and support all those involved to ensure that bullying stops

## Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) 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.

The nature of bullying can be:

- **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone.
- **Attacking Property** – such as damaging, stealing or hiding someone's possessions.
- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.
- **Psychological** – such as deliberately excluding or ignoring people.
- **Cyber** – such as using text, email or other social media to write or say hurtful things about someone.

**Bullying is not:** It is important to understand that bullying is not an odd occasional falling out with friends, occasional name calling, disagreements and arguing. Students are encouraged and supported to develop the social skills required to repair relationships.

**Bullying behaviours are characterised by the following attributes:**

- the behaviour is repeated
- the behaviour is intentional
- the person or group who are carrying out the bullying behaviours have more power than the victim or victims of bullying
- the behaviour causes physical or emotional harm for the individual or group who is targeted

**Bullying can be based on any of the following things:**

- Race (racist bullying)
- Religion of belief
- Culture
- Social class or socio-economic background
- Gender
- Sexual orientation (homophobic or biphobic bullying)
- Trans identity, including non-binary identity (transphobic bullying)
- Special educational needs (SEN) additional learning needs (ALN) additional support needs (ASN) or disability.
- Appearance
- Related to home or another personal situation
- Related to another vulnerable group of people

**Reporting Bullying Behaviour**

**Positive Action**

Awareness of bullying is covered in our work with students through:

- Assemblies
- Ethos of good behaviour within school
- Students are encouraged not to be bystander and are educated through assemblies and PSHE
- Robust attendance monitoring structure in place that identifies student absence to Senior Leadership Team
- Individual or group interventions
- Working with Student School Council Representatives
- Anti-bullying week every November
- Anti – bullying questionnaire
- Curriculum opportunities where issues of diversity and healthy relationships are discussed
- Circle Time in the classroom
- Regular daily check ins to enable students emotional literacy
- One to one and group discussions
- Student displays
- Opportunities for a PRIDE group to meet in school each week known as the Rainbow Squad
- Dealing with situations promptly. The new behaviour system alerts the Therapeutic Manager and Headteacher of any bullying behaviours
- A restorative approach to dealing with problems and conflict with a focus on repairing any harm that may have been done through “Mend It Meetings” (MIMS)

- In the classroom, consideration is given to the room layout and availability of resources
- Guidelines for classroom behaviour, consistent with those set out in the school's Behaviour Policy
- Consideration of pupil voice is crucial in agreeing and maintaining rules and routines
- Use of positive reinforcement and class reflection time after each lesson during the plenary
- Use of circle time in the classroom enabling students to discuss problems and possible resolutions
- Developing our pupils' self-esteem so they feel empowered to speak up for themselves
- Monitoring and addressing inappropriate behaviour
- Flexible learning practices, taking account of different learning styles. Cooperative rather than competitive practices
- Promotion of independent learning
- Opportunities for individualised interventions to support the understanding and impact of any form of bullying
- Opportunities for peer mentoring

**Out of the classroom, consideration is given to:**

- Positive promotion of restorative principles to encourage all to respect themselves as well as others
- Encouraging students to choose appropriate free association activities and providing break time activities daily
- Providing an alternative safe play option when required
- Careful supervision of all areas, particularly during taxi arrivals and departures, break times and lunch times ensuring opportunities to bully are minimised
- Adults providing positive role models
- Use of restorative principles in school (See Behaviour Policy)
- Policy and practice in relation to gender, race, citizenship, special educational needs and disabilities etc.

**Identifying bullying**

Pupils often do not report bullying when it happens to them. It is, therefore, very important for all adults to be alert to some factors that might indicate that bullying has taken place or is occurring. These include:

- Sudden changes to patterns of absence.
- Unexplained changes in a pupil's personality e.g. a normally outgoing pupil becoming sullen, withdrawn or aggressive.
- Passive acceptance of inappropriate behaviour and/or language.
- Possessions go missing or work is defaced.
- A pupil who stops participating in favourite activities.
- A pupil who takes a long time eating his/her lunch and is unwilling to go out at lunch time.
- A decrease in pupil progress and levels of achievement, which are not easily explained.
- Pupils who stay close to members of staff during free association when this has not been the case previously.
- Has possessions which are damaged or 'go missing'
- Has unexplained bruising or cuts.
- Complains of stomach or headaches.
- Too scared to say what is wrong.
- Self-harming.

- Excluded from peer groups.
- Sits alone.
- Stops engaging in learning and answering questions.
- Being unusually anxious or nervous.
- Being secretive.

This list is not exhaustive, neither is it always complete evidence that bullying is taking place. Staff should use their professional judgement when deciding to take matters further.

## **Procedures for dealing with bullying**

### **Guidelines for staff**

General procedures for dealing with bullying will follow these principles:

- **They make sure that pupils know they are ready to listen and are ready to provide immediate support.**
  - ❖ They remain calm and make it clear that the incident will be investigated. There will always be a member of staff available to give time to a student requiring support. All incidents of bullying are followed up with a 'Mend It Meeting' (MIM).
- **Incidents are investigated:**
  - ❖ Every incident is investigated as soon as possible, by way of a restorative enquiry. All those involved are interviewed individually to avoid intimidation and to produce an accurate report. All incidents are reported to the senior leadership team, and recorded on the relevant behaviour monitoring sheet.
  - ❖ Parents/carers of all parties involved will be contacted.
- **Records are kept**
  - ❖ Records of bullying are kept and entered on to Iffley's behaviour recording system, IRIS.
- **There is a response. Following a restorative enquiry:**
  - ❖ To the person doing the bullying – they will be spoken to regarding the seriousness and widespread effects of their behaviour. They will be given an opportunity to take part in a Mend It Meeting to gain an understanding of the impact of their behaviour, accept responsibility for their actions and to work on finding solutions to repairing the damage that they have done. Parents will be involved, if appropriate, and strategies to help the pupils behave more appropriately in the future will be put in place and followed up.
  - ❖ To the person being bullied – they will be assured that the situation is being dealt with. They will also be given strategies to help deal with the situation and an opportunity to take part in a Mend It Meeting, as appropriate.
  - ❖ Staff will emphasise that the pupil is right to tell an adult in school if they are having a problem with another pupil.
- **Review and follow up.**
  - ❖ This will be carried out as appropriate to the situation. As in our Behaviour Policy, praise and encouragement will always be given to the student's individual efforts to improve their behaviour.
  - ❖ All concerned are made aware of and helped to deal with the **causes of bullying** as well as the **consequences of bullying**. There is always a reason behind why a person makes a choice to bully another. Part of dealing with an incident of this nature must include support for the pupil engaged in the bullying, ensuring they are given opportunities to talk about how they are feeling and why they feel they may be behaving in this way, as well as supporting the victim.

### **Guidelines for Pupils**

*If you are being bullied, here are some things you might want to try.*

1. Most important of all is to tell someone you trust as soon as possible.
2. Get together with some friends and support one another.
3. Get support from the adults around you at times when you feel unsafe.
4. Try to be confident and celebrate your successes.
5. Keep telling yourself that it is not your fault and you do not deserve it.

### **Guidelines for Parents**

*If you are concerned that your child is being bullied the following may help.*

1. In the first instance parents should contact the school and relay relevant information and or seek a call-back as appropriate.
2. Encourage your child to talk about it but be patient.
3. Stay calm.
4. Try not to dwell on sensitive issues.
5. Reassure them that you understand and will support them.
6. Discuss with your child the kinds of things that he/she would like to happen now.

**If the bullying is violent and constitutes an assault then other measures, in line with school policy, should be taken and pupils should be warned that this will be the case. This may include contact with the police who may initiate further action.**

### **SIGNPOSTING AND FURTHER HELP AND SUPPORT**

- If you would like support and advice, you can talk to a family support worker at Bullying UK on their confidential helpline on 0808 800 2222.  
<https://www.nationalbullyinghelpline.co.uk/>
- Kidscape is a small charity that provides information, training, and support for parents and children facing problems to do with bullying. They provide a parent's helpline on 020 7823 5430 (Mon & Tues, 10am-5pm). <https://www.kidscape.org.uk/>
- Think you Know - for advice on all things digital safety. <https://www.thinkuknow.co.uk/>
- Domestic Abuse Hub - <https://reducingtherisk.org.uk/oxfordshire/>
- Gingerbread - a national charity that supports single parents.  
<https://www.gingerbread.org.uk/what-we-do/contact-us/helpline/>
- Family Lives - Support for racial abuse and harassment.  
<https://www.familylives.org.uk/advice/bullying/advice-for-parents/what-to-do-about-racist-bullying>
- Internet Matters – for more information about cyberbullying and online safety.  
<https://www.internetmatters.org/>

- EACH - provides a free and confidential, homophobic, biphobic or transphobic bullying reporting service for children and young people up to 18 years of age.  
<https://each.education/homophobic-transphobic-helpline>
- Oxfordshire Safeguarding Children's Board – for information on all aspects of keeping children safe. <https://www.oscb.org.uk/?s=Bullying>
- Bullying UK • Anti-Bullying Alliance. <https://anti-bullyingalliance.org.uk/>
- Young Minds – Young Minds is a Mental Health Charity and offers support and advice in relation to bullying.  
<https://www.youngminds.org.uk/young-person/coping-with-life/bullying>
- Childline – Advice on coping with bullying and making it stop.  
<https://www.childline.org.uk/>