



ASPIRE ACHIEVE ADVANCE

Policy on Bullying & Prejudice

Definition of Bullying

Bullying is repeated over time and intentionally hurts another pupil or group emotionally, which may cause psychological damage. It can be motivated by prejudice against particular groups, for example: race, religion, culture, gender, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social media, mobile phones, text messages, photographs and emails).

Refer to the ICT safety policy with regard to the latter for further details.

It is school policy that all pupils should grow up with a knowledge of the world at large and respecting other cultures and creeds. All pupils should be free from any threat or intimidation and we encourage children to tell an adult if they have been insulted or victimised in any way. Children often bring prejudice to school from home and the wider environment. Teachers in Key Stage One will use carpet and circle time to encourage everyone to be friendly and helpful to others and may arrange for a buddy for a new pupil to the school. In KS2 and KS3 teachers will use poems and stories to explore themes of isolation and intimidation as well as the SEAL programme.

At IBS, we do all we can to ensure that every individual child is respected and valued whatever their nationality, creed or skin colour

- We do not accept any negative reference made by a child or adult about another nationality, race or creed and explain our policy regularly
- We discourage any of our parents who advocate any physical solution to a problem by their son or daughter
- All children are encouraged to speak to the class teacher, subject teacher or teacher supervising if they feel that they have been the victim of verbal or physical abuse or bullying



Principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available.

The school promotes an ethos of zero tolerance of bullying by creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils (Community Service, mentors and student council as well as the whole Secondary Department in general) and celebration of success. Pupils should be clear in the part they play in preventing bullying, including when they find themselves as bystanders.

1. Promoting the school values of Aspire, Achieve, Advance. Children are encouraged to be kind to each other, and to respect each other on a day to day basis.
2. The difference between unkindness, teasing and bullying through SEAL and the day to day routine in the school. Bullying is deliberate and repeated behaviour intended to negatively impact upon another
3. Children are encouraged to report incidents of bullying or observed bullying to any member of staff
4. Creating an atmosphere in which children feel they will be listened to and taken seriously and that appropriate sensitive actions will be taken.
5. All staff look out for any friendship issues in the early stages of problems occurring. These should be brought to the attention of the class teacher or tutor
6. Break duties supervision is regulated and teachers/ tutors are expected to be active in their duty
7. There is a proactive approach to anti-bullying within the curriculum and through SEAL and special events.

Process:

Procedure to be followed by staff when an incident of bullying is reported or observed:

1. Listen to the child or children reporting the incident to determine whether it constitutes bullying. Consult with the relevant class teacher and tutors to gather and confirm details.
2. If the incident is not considered to be bullying, inform the class teachers/ tutors so that they are aware and can monitor the situation closely. Staff should always regard the perspective of the child who feels they are being bullied, even there is



no evidence. The Counsellor will meet with the student to identify why they feel they are bullied and if any work can be done to repair the misconception or work on the confidence.

3. If the incident is considered to be bullying:

A CPOMS is filled out online which is automatically sent to the School Counsellor or Department Head (Head of Primary or Head of Secondary) and the circumstances are carefully investigated.

The School Counsellor performs an essential role as listener and problem solver and will speak to pupils about abusive language or using 'bad words' and nationality or religion is often the source of the disagreement. Any children involved in bullying will move through the following stages:

- Understand the consequences of bullying
- That retaliation is not acceptable
- Understand why their behaviour is not to be repeated

Teachers/ tutors must be made aware of the situation so the situation can be closely monitored.

A bullying incident must be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm and the DSL must be informed.

Stage 1: the class teachers get both parties together to talk about the issue and rehabilitate the relationship between the two pupils. Parents will be informed by the DSL of the incident (via phone call). In the event of social media bullying, use of internet must be discussed with parents (supervision of use of social media)

Stage 2: Following the meeting (48 hours), an action plan will be devised to help both parties to move forward positively. The DSL will be interviewing pupils separately and discuss what the next step is. Pupils will be sternly spoken to and that the incident cannot happen again.



Stage 3: The objectives/ resolutions agreed upon will be monitored by the class teacher/ tutor and the DSL. For Secondary students bullying is a level 3 behaviour with the following possible disciplinary actions:

3	<ul style="list-style-type: none"> • Sustained challenge to authority of a member of staff (Defiance) • Persistent defiance of code of conduct (Multiple behaviour issues) • Theft • Physical violence • Any and all types of bullying • Major acts of vandalism • Possession of vapes or cigarettes • Smoking/vaping • Inappropriate sexual behaviour • Racism 	<ul style="list-style-type: none"> • Internal suspension • Meeting between parents and Head of School • In cases of persistent behaviour issues, a report card will be issued. (2 failed lessons = next day detention) <p><u>In some cases:</u></p> <ul style="list-style-type: none"> • Behaviour mentoring with School counsellor. • Behaviour contract 	<p>Logged on CPOMS. All internal suspensions are shown on the school report.</p>	<p>Contact with parents made by Head teacher</p>
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Stage 4: Depending on the severity of the case, the attitude of the pupil(s) the pupil may be referred to the Head of Early-Years, Primary or Secondary to discuss the course of action and a suspension may be discussed. Parents will be called and informed via email as well. This gives them an opportunity to come and meet with the Head of Early-Years, Head of Primary or Head of Secondary who will be accompanied by the DSL.

Stage 5: The child may be suspended (internally or externally) if he/she continues to be a bully. A child will be expelled if he/she continues to exhibit behaviour and repeatedly causes physical or mental hurt.

Records of meeting, interviews must be stored on **CPOMS**.

The school does not accept physical violence in any form and pupils who strike another child will always be suspended externally

Policy to be reviewed: September 2026