

To inspire every child to recognise their full potential, believe they can make a difference and respect themselves, others and the world in which they live.

Anti-Bullying Policy 2026

(To be read in conjunction with our Positive Behaviour Policy)

Principles and values

At our school, we believe that everyone has the right to feel safe, respected and included. We are committed to creating an environment in which bullying is not tolerated and every member of our community feels able to seek support when needed.

This policy sets out how we work together to prevent bullying, respond to concerns and promote a positive, respectful and inclusive school environment for children and adults alike.

Objectives of this policy

•All learning facilitators, other staff, learners and families should have an understanding of what bullying is.
•All learning facilitators and other staff should know what the school policy is on bullying, and follow it when bullying is reported.
•All learners and families should know what the school policy is on bullying, and what they should do if bullying arises.

What is bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. In other words, bullying at iCAN is considered to be, “unacceptable behaviour which occurs lots of times, on purpose.” Bullying can be short term or continuous over long periods of time. Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Direct or indirect Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of the internet, such as email and internet chat, social media misuse, Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities, iPad and games consoles

Bullying may be related to:

•Race
•Gender
•Religion
•Culture
•Additional learning need or disability
•Appearance or health condition
•Home circumstances,
•Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on residential trips and in cyberspace.
It can take place in group activities and between families in the local community.

Perpetrators and victims

Bullying takes place where there is an imbalance of power of one person or persons over another.
This can be achieved by:
•The size of the individual,
•The strength of the individual
•The numbers or group size involved
•Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of child abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of additional learning needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those learners who may be vulnerable; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it important to respond to bullying?

Bullying can have a significant and lasting impact on an individual's wellbeing, relationships, learning and sense of safety. Every member of our school community has the right to be treated with dignity and respect and to learn and work in an environment free from bullying.

Responding to bullying is essential to protecting those affected, addressing harmful behaviour and preventing it from continuing or escalating. Learners who engage in bullying behaviour must be supported to understand the impact of their actions, take responsibility for their behaviour and develop positive, respectful ways of interacting with others.

Signs and symptoms for families and staff

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

•changes their usual routine
•is unwilling to go to school (school phobic)
•begins to truant
•becomes withdrawn anxious, or lacking in confidence
•starts stuttering
•attempts or threatens suicide or runs away
•cries themselves to sleep at night or has nightmares
•feels ill in the morning
•begins to do make less effort with school work than previously
•comes home with clothes torn.
•has possessions which are damaged or "go missing"
•asks for money or starts stealing money
•has unexplained cuts or bruises
•becomes aggressive, disruptive or unreasonable
•is bullying other children or siblings
•stops eating
•is frightened to say what's wrong
•gives improbable excuses for any of the above
•is afraid to use the internet or mobile phone
•is nervous and jumpy when a digital message is received
•lack of eye contact
•becoming short tempered
•change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Outcomes

All known/reported incidences of bullying will be investigated by the class learning facilitator or by a member of the leadership team. Families of the perpetrator may also be questioned about the incident or about any concerns that they may be having.
The learner displaying unacceptable behaviour, may be asked to genuinely apologise using a 4-part apology (as appropriate to the learners age and level of understanding).

Other consequences may take place e.g. family being informed about their child's behaviour and a request that the family support the school with any sanctions that it takes (See Positive Behaviour policy). Wherever possible, the learners will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a learner continually demonstrating unacceptable behaviour towards others e.g. counsellor

In serious cases (this is defined as learners displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach such as Sombok or KCPS, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the learner records of the learners involved and in leadership team records and monitored to ensure repeated bullying does not take place. This information should be shared with the Wellbeing leader who should be made aware each time a record is made.

Prevention

At iCAN we use a variety of methods to support learners in preventing and understanding the consequences of bullying through the promotion of the personal goals, together times, Wellbeing, the school vision, assembly themes, peer massage programme and e-safety sessions.

The ethos and working philosophy of iCAN means that all staff actively encourage learners to have respect for each other and for other people's property. Appropriate and kind/polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying, this will inform learners that we are serious about dealing with bullying and lead to open conversations and increased confidence in learners to want to discuss bullying and report any incidents and concerns about other learners behaviour.

Staff will reinforce expectations of behaviour as a regular theme in line with our vision and our personal goals.

Staff to actively support every learner in our school. Staff must be careful not to highlight differences between learners or an individual child, even if this is done in jest. This gives other learners advocacy to use this difference to begin calling names or teasing.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that learners do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Learners are involved in the prevention of bullying as and when appropriate, these may include:
•writing a set of school or class expectations
•writing a personal pledge or promise against bullying
•writing stories or poems or drawing pictures about bullying
•reading stories about bullying or having them read to a class or assembly
•making up role-plays about what todo through scenarios of bullying
•having discussions about bullying and why it matters that learners who use unacceptable behaviour towards others are dealt with quickly
•creating an item for the school website.

If a learners feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your school council rep
- Tell a learning facilitator or adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your Wellbeing time

Recording of bullying incidents

All staff have a responsibility to take reports and concerns about bullying seriously. Any suspected or confirmed incident of bullying must be reported and recorded in accordance with the school's procedures. All incidents of racist bullying must be reported to the Principal.

Incidents must be recorded in the appropriate learner record, including occasions when staff intervene, speak with learners about suspected bullying, or receive concerns from learners or their families. Records should be factual, accurate and sufficiently detailed to document the concerns raised, the actions taken and any subsequent follow-up.

Bullying incidents must be followed up appropriately, with relevant staff informed and the families of the learners involved contacted where appropriate. Information must be shared sensitively and in accordance with the school's safeguarding and confidentiality requirements. Appropriate action must be taken to support learners affected by bullying, address the behaviour of those responsible and monitor the situation to reduce the risk of further incidents.

Advice to families

If you suspect your child is being bullied:

1. Report your concerns to your child's learning facilitator.
2. Staff will investigate the concerns, record incidents and notify the Principal where appropriate. Serious cases may require a meeting with parents/carers.
3. The school will take appropriate action to stop the bullying, support the child affected and help the learner responsible to change their behaviour.

Please do not:

1. Approach the learner involved or their family directly. Raise your concerns with the school so they can be addressed appropriately.
2. Encourage your child to retaliate or bully back.

These actions can escalate the situation and make it more difficult to resolve.

Policy to be reviewed in May 2027