



ANTI-BULLYING POLICY

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Written by:	Faye Miller, reviewed by Jo Farley
Associated policies and useful information	<p>Also see item 12</p> <p>Acronyms:</p> <p>MC – Management Committee ,</p> <p>LA – Local Authority</p> <p>WBC – West Berkshire Council</p> <p>HT – Headteacher</p> <p>SLT – Senior Leadership Team</p> <p>CP/CIN – Child Protection/Child in Need</p>
Review:	2 years
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1. Key contact list for Anti-Bullying policy

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<p>2. Purpose</p>	<p>To ensure that pupils learn in a supportive, caring and safe environment without the fear of being bullied and that staff are free from fear of bullying. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at iCollege.</p> <p>This policy includes:-</p> <ul style="list-style-type: none"> • Bullying of Pupils by pupils within school • Bullying of and/or by pupils outside of school, where the school is aware of it • Bullying of staff by pupils within or outside school. <p>Allegations about bullying of pupils by staff will be dealt with under the school's Child Protection and safeguarding policy.</p>
<p>3. Statutory duties of school</p>	<p>Head teachers have a legal duty under the School standards and framework act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to 'safeguard' and promote the welfare of pupils (Education Act 2004). Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to Learn' DCSF 2007) (Coalition Government documents and law-equality Act 2010, Education Act 2011)</p>
<p>4. Definitions of Bullying</p>	<p>Bullying occurs when a person or group of people, over a period of time, by word, action or gesture, deliberately deny the dignity of another individual or group i.e.</p> <ul style="list-style-type: none"> • Physically and/or mentally hurt or worried • Unsafe and/or frightened • Unable to do well and achieve • Different, alone, unimportant and/or unvalued • Unable to see a happy and exciting future
<p>5. What does bullying look like, feel like, sound like?</p>	<p>Bullying is any behaviour by an individual or group that:</p> <ul style="list-style-type: none"> • Is meant to hurt- the person or people doing the bullying know what they are doing and mean to do it. • Happens more than once- there is usually a pattern of behaviour, not just a 'one-off' incident • Involves an imbalance of power- the person being bullied will usually find it very hard to defend themselves <p>It can be:</p> <ul style="list-style-type: none"> • Physical, e.g. kicking, hitting, taking and damaging belongings • Verbal, e.g. name-calling. Taunting, threats, offensive/personal remarks • Relational, e.g. spreading nasty stories, gossiping, excluding from social groups • Cyber/online e.g. emails, picture/video clip bullying, instant messaging • Indirect, e.g. graffiti, defacing of property, display of pornographic, class, disability, LGBT phobic, racist or sexist material

<p>6. Who bullies?</p>	<p>Anyone has the capacity to bully. There are no completely reliable predisposition diagnoses. However, those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the center of all anti-bullying work in schools</p>
<p>7. Who is bullied</p>	<p>Anyone can be bullied- young person, parent/carer/guardian, staff member or volunteer. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person- shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour.</p> <p>Frequently the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as class, disability, LGBT phobic, racist, religious or sexist. People can be assigned or be a member of more than one group.</p>
<p>8. Identifying and reporting concerns about bullying</p>	<p>All concerns about bullying will be taken seriously and investigated thoroughly. Pupils who are being bullied may not report it. However there may be changes in their behaviour, such as becoming more shy and nervous, feigning illness, taking unusual absence or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. All school staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.</p> <p>Pupils who are bullying others also need support to help them understand and change their behaviour.</p> <p>Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.</p> <p>All pupils will be encouraged to report bullying by:</p> <ul style="list-style-type: none"> • Talking to a member of staff of their choice • Writing the concern down and giving to a staff member • Telling their parent/carer • Contacting local and national support agencies for advice/support <p>A member of staff who believes that they are being bullied or harassed, will be encouraged to report it to a colleague of their choice.</p> <p>Parents will be encouraged to report concerns about bullying to support the school in tackling it. Trying to resolve bullying directly with the bully or their families can lead to problems escalating and would not be encouraged.</p> <p>Incidents of bullying will be recorded using the 'CREST' online system as advised by the LA and on safeguarding logs where appropriate.</p> <p>Some forms of bullying are illegal and may be reported to the police. These include:</p> <ul style="list-style-type: none"> • violence or assault • theft • repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages • hate crimes

<p>9. Responding to reports about bullying</p>	<p><u>iCollege</u>- employs both therapeutic and restorative approaches and will take the following steps when dealing with concerns about bullying:</p> <ul style="list-style-type: none"> • If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it. A clear account of the concern will be recorded and given to the relevant Lead teacher/Assistant head teacher. • As soon as possible and at least within 3 working days, the investigating member of staff will interview everyone involved and keep a detailed record. This will be held in line with the school's data protection policy/practice. • Parents/carers and relevant adults will be kept informed by the staff member investigating. • Where bullying occurs outside school, any other relevant schools or agencies will be informed and advice/support obtained. • iCollege adopts restorative approaches * :- <ul style="list-style-type: none"> ➤ What happened? ➤ What was each person thinking? ➤ Who has been affected? ➤ How have they been affected? ➤ What needs to be done to make things right? ➤ How can we do things differently in the future? <p><u>Pupils and Staff</u></p> <p>Staff who have been bullied will be supported by:</p> <ul style="list-style-type: none"> • Offering an immediate opportunity to discuss the experience with a member of staff of their choice. • Providing reassurance that the bullying will be addressed • Offering continuous support • Support to restore self-esteem and confidence • The use of specialist interventions e.g. iCollege counsellor or referrals to other agencies, where appropriate • Help and advice on how to remove online material. <p>Pupils who have been bullied will be supported by:</p> <ul style="list-style-type: none"> • Restorative questioning (see above*) • Informing parents/carers to help support the child in their understanding • The use of special interventions and/or referrals to appropriate agencies <p>The following may be considered :-</p> <ul style="list-style-type: none"> • Restorative conversation with LT/SLT/appropriate staff member, where the child is encouraged to: Reflect, Repair & Restore • Restorative justice e.g. apology card, repair damage etc. • Supported play/social time • SLT meet with parents/carers to discuss • Possible temporary reduced/altered timetable/'small garden' (<i>Therapeutic Thinking intervention</i>) • Thrive plan • Therapeutic Tree (Therapeutic tool) • Possible intervention from other agencies
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	<ul style="list-style-type: none"> • Suspension <p>Any educational/protective consequence must take account of special educational needs or disabilities that the individual may have.</p> <p><u>Parents</u></p> <ul style="list-style-type: none"> • Most concerns about bullying will be resolved through discussion between home and school. However where a parent/carer feels their concerns have not been resolved, they are encouraged to use the formal complaints procedure. • Where a pupil is involved in bullying others/being bullied outside school, i.e in the street or online at home, parents/carers will be asked to work with the school in addressing the issues, e.g monitoring/restricting their use of the internet/devices. • Supporting the family to access other sources of support/referral to external agencies where appropriate.
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<p>10. Preventative measures</p>	<p>iCollege will:-</p> <ul style="list-style-type: none"> • Intervene early and fairly • Build positive and healthy relationships between all. • A whole organisation approach to LGBT+ inclusion, as well as developing strategies to effectively prevent LGBTphobic bullying. • Therapeutic thinking approaches e.g. Therapeutic plans/small gardens etc • Restorative practices • Raise awareness of the nature of bullying through inclusion in PSHE, subject areas and informal discussion as appropriate. • Give care and support to create and maintain a safe learning/working environment where all pupils and staff feel safe, secure, valued and know they will be listened to and taken seriously. • Participate in local and national initiatives such as ‘Anti-bullying Week’. • Seek to develop links with the wider community that will support inclusive, anti-bullying education. • Refer to LA guidance and advice as appropriate
<p>11. Monitoring, evaluation and review</p>	<p>The AHT for Attendance, Behavior and Community and the DSL will lead on the implementation of the policy and act as a link person with the LA and outside agencies.</p> <p>A termly report to governors will include:-</p> <ul style="list-style-type: none"> • The number of reported concerns/bullying incidents (‘Crest’ data report) • Monitoring information re. those involved • Motivations for bullying • Actions and outcomes <p>iCollege will review the policy annually and assess its implementation and effectiveness. <i>Feedback from pupils, staff, governors and parents/carers will be considered within this process.</i></p>
<p>12. Associated policies/ documents</p>	<p>Child Protection and Safeguarding Policy</p> <p>Positive Behaviour and relationships Policy</p> <p>Complaints Policy</p> <p>Staff code of conduct</p> <p>KCSIE</p> <p>Equal opportunities policy</p> <p>Therapeutic Thinking A-Z glossary of key terms (Appendix A)</p>
<p>13. Further Information</p>	<ul style="list-style-type: none"> • Anti-Bullying Alliance • Bullying UK • Childline • The Diana Award • Internet Matters • Kidscape • The UK Safer Internet Centre • UK Council for Child Internet Safety (UKCCIS)

14: Change Record				
Version Number	Date Approved	Management Committee Minute Reference	Description of Amendments	Date
2			Full re-write of the policy	01.04.21
2.1			Further amendments following comments made by Safeguarding Governor.	20.04.21
2.2			Further amendments following Management committee meeting on 27.04.21	30.04.21
2.3	04.05.21	27.04.21	Further amendments following comments made by Safeguarding Governor.	04.05.21
2.4	08.06.22 (electronically)		FM Reviewed and changed dates and contact for Inspiration. Added LGBT phobic specific statements.	27.05.22
2.5			FM Reviewed- admin changes only.	08.06.23
2.6	09.07.24	MC	JF reviewed- admin and format changes only.	Apr '24
2.7	9.6.26	MC	FM and JF reviewed. Minor changes + admin and formatting changes	Apr'26

Keeping Children Safe in Education

All staff at iCollege take seriously their responsibility to protect and safeguard the welfare of children and young people in their care; this includes providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment whether that is within or outside the home, including online; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Head Teacher: Jacqueline Davies	Sign:	Chair of Governing Body: Tim Pritchard	Sign:
Date		Date:	

Appendix A

THERAPEUTIC THINKING A-Z GLOSSARY OF KEY TERMS

**‘You can’t teach children to behave better by making the feel worse. When children feel better they behave better.’
– Pam Leo**

Adverse Childhood Experiences (ACES)

Highly stressful and potentially traumatic event/s or situation/s that occur during childhood and/or adolescence. These may include one or more of the following: physical abuse, emotional abuse, sexual abuse, neglect; exposure to domestic abuse, household substance abuse, household mental illness, parental separation or divorce, member of household imprisoned.

Anti-social

- Behaviour that causes harm to an individual, a group, to the community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of another person.

Anxiety

A worry, nervousness or unease about something with an uncertain outcome.

Anxiety analysis

A tool used to examine a behaviour methodically and in detail, typically in order to understand, explain, interpret and act on it.

Big world

An unplanned experience which overwhelms the individual and stimulates antisocial behaviours.

Conscious behaviour

- Unwilling to self-regulate.
- Behaviours that are a result of thought or planning.
- The consequence may be preferable.

Dangerous behaviour

The actions of the individual are likely to cause harm or injury and therefore a clear plan to assess risk and address the underlying needs over the long term is necessary.

Dependency

A person who relies on another but is likely to be unable to be able to do without them.

Difficult behaviour

The actions of the individual are challenging and staff members are needing to change their practices to address an underlying need.

Dynamic

- Everyone affected by an individual or institution.
- The relationships that people have and the study of how these relationships can change.
- The way in which people react to each other in a particular situation.

Equality

Treating everybody the same.

Equity

Giving everyone what they need to achieve success.

External discipline

Controlling behaviour through consequences and punishment.

Externalisers

A learner who expresses their anxious thoughts and feelings openly using physical actions, gestures, noises or language.

Group dynamics

The interactions of people when they are grouped with others through either choice or circumstance.

Internal discipline

We are able to self-regulate because we understand how we should behave, it is part of us and informed by external discipline in the early years

Internalisers

A learner who expresses their anxious thoughts and feelings through limited participation and active avoidance.

Positive reinforcement

Timely encouragement which offers a reward or feedback following a positive behaviour. A clear reminder of what the individual did well to warrant the praise is essential to increase the likelihood of the behaviour being repeated in the future.

Pro-social

- Relating to behaviour which is positive, helpful, and intended to promote social acceptance.
- Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of other people.
- Pro-social behaviour benefits other people or society.
- Pro-social behaviour is simply the absence of antisocial behaviour.

Protective consequences

Removal of a freedom to manage potential harm.

Punishment

Enforcement of something undesirable or unpleasant upon an individual or a group, in response to behaviour that is deemed unacceptable.

Safe Learner

A learner who can participate with a high level of pro-social feelings and is unburdened by antisocial feelings.

Small garden

A planned, controlled experience, which provides a safe and successful starting point on which to develop pro-social behaviours.

Subconscious behaviour

Unable to self-regulate. Behaviours that are evident without any thought or planning.

Therapeutic continuum

A therapeutic scale which can categorise the impact of a decision

- **Therapeutically Healthy**

A planned activity has positive outcomes, because it has been thought about at an individual level and all eventualities have been considered.

- **Therapeutically Lazy**

Something detrimental happens to the individual because the activity planning hadn't been sufficiently thought through.

- **Therapeutically Sadistic**

Something detrimental happens to the individual which could have been prevented because someone had anticipated the outcome from the planned activity.

Therapeutic Plan

A plan used to formalise strategies which differentiate from the schools behaviour policy for a small minority of the school population.

Therapeutic Thinking

An approach to behaviour that prioritises the pro-social experiences and feelings of everyone within the dynamic.

Therapeutic Tree

A tool used to capture anti-social behaviours, feelings and experiences with the view to provide pro-social alternatives as part of the Therapeutic plan.

Unsocial

- Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.
- Not doing as instructed, but not to the detriment of others.