



# Bullying Policy

Previous Review	
Current policy	January 2026
Next review	January 2027

## Mission

The International School Ikast-Brande is a school committed to the happiness and sustainability of our community. Focused on excellent academics and developing individual skills and attributes we prepare students for the challenges of an ever-changing world.

## Purpose

This policy provides a framework setting out how the school will tackle bullying and harassment involving ISIB's children and young people in educational and community settings. This is a whole school policy, which includes SFO, Breakfast Club and Holiday Club and any other co-curricular activities that are linked to ISIB.

## Aims of the Policy:

The school aims to:

- ✓ To define the concept of bullying based on latest research.
- ✓ To prevent bullying behaviour through education, awareness, and the creation of a school culture that discourages bullying.
- ✓ To protect students from bullying and to provide support to those who are bullied. This includes immediate intervention, support services, and ensuring the safety and emotional wellbeing of those involved.
- ✓ To establish clear, accessible, and confidential procedures for reporting bullying.
- ✓ To promote an inclusive environment that respects diversity and differences among students. This includes addressing bullying related to race, gender, sexual orientation, disability, and other personal characteristics.
- ✓ To encourage and empower bystanders to intervene safely and report bullying.
- ✓ To continuously monitor the effectiveness of the policy and making necessary adjustments.
- ✓ To foster a positive school culture that promotes kindness, cooperation, and mutual respect, thereby reducing the likelihood of bullying behaviours.

## Definition

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

There are four key elements to this definition:

- 1. Hurtful**
- 2. Repetition**
- 3. Power imbalance**
- 4. Intentional**

Bullying behaviour can be:

- ✓ **Physical**
- ✓ **Verbal**
- ✓ **Emotional**
- ✓ **Sexual**
- ✓ **Online / Cyber**
- ✓ **Indirect**

*Anti-Bullying Alliance (2026)*

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/understanding-bullying/definition>

## Responsibility & Duty

Pupils possess the fundamental right to receive their education in an environment without intimidation and fear.

It's imperative that all students actively participate in creating a safe and respectful atmosphere. This means they should not only refrain from bullying behaviours but also take a stand against them. Rather than remaining passive bystanders, students have the responsibility to actively call out instances of bullying.

They should feel empowered and supported to raise any concerns with staff members. Staff, in turn, must ensure that these concerns are addressed promptly and effectively, fostering a culture of respect and safety within the educational environment.

This collaborative effort between students and staff is crucial in maintaining a healthy, supportive, and nurturing learning atmosphere for everyone.

We also recognise the crucial role that parents play in reinforcing our Anti-Bullying Policy. Parents are encouraged to foster empathy, respect, and understanding in their children, modelling appropriate behaviour and maintaining open lines of communication about daily experiences and any encounters with bullying.

Parents are responsible for educating their children about the various forms of bullying, including cyberbullying, and the importance of kindness. Monitoring online activities and collaborating closely with the school to support and understand our Anti-Bullying measures is key.

Parents should support school policies and interventions (such as the Behaviour Policy) and intervene constructively if their child is involved in a bullying incident.

## Parent Guidelines

- If your child indicates that they are being bullied, please contact your child's Homeroom Teacher via Engage immediately.
- Reassure your child that they have done the right thing in telling you
- Remind your child of the positive aspects of their schooling (social, academics etc.)
- Avoid definitive statements such as "That's bullying!" or "You're being bullied!"
- Avoid labelling the other child(ren) as a bully / bullies.
- Useful information to give to the Homeroom Teacher is:
  - When did the issue take place?
  - Where did the issue take place?
  - Was there any adult involvement? If yes, who?
  - Describe the nature of the issue.
- Your child's homeroom teacher will investigate the situation.
- Depending on the nature of the issue, the Homeroom teacher may contact the Deputy Head of School and/or Head of School for support with the investigation.
- Please remain patient while the school investigates the matter

## Early Years and Primary Responsibilities:

### Children encouraged to:

- Say "don't do that" / "stop" / "leave me alone" if someone does something they do not like.
- Tell an adult, i.e. a teacher, classroom assistant, lunchtime/aftercare supervisor or parent if someone's behaviour is hurtful to them.
- To step in to help other children in distress or tell an adult (i.e. not to ignore it).

### Parents encouraged to:

- Tell their child's homeroom teacher if their children are telling them about hurtful behaviour in school.
- Avoid giving smartphones and technology to child without restrictions and parent safeguarding tools implemented

### Staff will (depending on the nature of the incident and age of the student):

- If children hurt other children, the school, having determined the full facts; record the incident and report it to the Homeroom Teacher & Deputy Head of School and/or Head of School
- Record incident on Engage (Learner Management System)
- Help children to plan how they can put things right.
- Monitor the situation to prevent it happening again.
- Supervise areas where incidents could happen.

## Transition Years and Secondary Responsibilities

### **The Anti – Bullying Chain:**

- The Homeroom Teacher may be spoken to directly.
- Alternatively, the student that is affected speaks to a friend, who will then inform the Homeroom Teacher/adult.
- All incidents are recorded (on Engage).
- Students are spoken to by the appropriate Homeroom teachers, and the Deputy Head of School / Head of School is informed.
- It will be made clear that the behaviour is unacceptable, and depending on the nature of the event, parents will be informed.
- Students must be aware that action has been taken, and they are encouraged to develop strategies if they find themselves in similar situations.
- Vigilance is always taken by staff members, especially during movements between classrooms, buildings and during break and lunch times.
- If an incident reoccurs, the parents will be invited to a meeting with the appropriate Homeroom Teacher(s), Deputy Head of School and/or Head of School.
- Actions will be taken in line with the school's Behaviour Policy
- Actions may also be taken at the Head of School's discretion.

## Staff Guidelines

- Make students aware that their behaviour is unacceptable, and action will be taken.
- Explain clearly and precisely what behaviour is causing distress to the other party.
- Discuss the difference between assertive and aggressive behaviour, if appropriate.
- Make the students aware of the consequences, in line with Behaviour Policy.
- Employ restorative justice techniques to support the student in reflection and identifying how to move forward.
- Inform the Deputy Head of School and/or Head of School
- Monitor the behaviour over subsequent time.
- Staff to refer to Safeguarding and Child Protection Policy for guidelines on when a student informs you of sensitive matter.

## Prevention

Throughout our PSHE Jigsaw Curriculum, Bullying is a topic that is regularly revisited. The spiral curriculum begins in Early Years and runs throughout the school to our older learners. Some areas in which Bullying is targeted within our programme are as follows:

### Early Years:

- Being gentle
- Being special
- Standing up for yourself
- Seeking help
- Safety
- Breaking friendships
- Dealing with bullying

### Primary:

- Feeling special and safe
- Rights, rules and responsibilities
- Seeing things from others' perspectives
- Bullying
- Celebrating diversity
- Being a good friend
- Safer online communities
- Internet Safety Rules

### Transition Years and Secondary:

- Bullying, prejudice and discrimination
- Bullying vs. Banter
- Peer Pressure
- On and offline relationships
- Being responsible online
- LGBTQ+ Bullying
- Consequences of bulling and hate crimes
- Risky behaviour and consequences
- Sexism, ageism, positive and negative language, peer-on-peer abuse