St George's Central CE Primary School and Nursery

Anti-Bullying Policy

Policy updated by Miss Taylor (PSHE leader) in consultation with all staff and parents/carers: October 2021

Policy approved by Governors: November 2021

Chair of Governors   Headteacher

Policy shared with staff and shared on the school website: November 2021

'Never settle for less than your best'

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Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission

St George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral and educational needs of the community of which it is part.

Introduction

At St. George's Central CE Primary School and Nursery we believe that all pupils have the right to learn in a Christian, caring and safe surroundings so they can learn in a relaxed and secure environment. Bullying is unacceptable and can damage children's individual and educational needs. We therefore do all we can to prevent it, by developing a school ethos in which bullying is not tolerated under any circumstances (see Behaviour and Relationships Policy/Peer on Peer Abuse Policy). In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Aims:

- To explain exactly what we mean by bullying and what we will do to prevent and tackle all forms of bullying.
- To produce a consistent school response to any bullying incidents that may occur
- To develop an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form to ensure a safe and secure environment is sustained for all children.
- We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.
- Everyone in our school takes bullying seriously. Pupils and parents should feel happy that they will be supported when bullying is reported.

Legal Framework

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986.

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This policy works in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Exclusion Policy
- Online Safety Policy
- Data and Cyber-Security Breach Prevention and Management Plan
- Complaint Procedure
- Equality Policy
- Peer or Peer Abuse Policy

Roles and Responsibilities

The Governing Body has a duty to:

- Monitor and check that the school policy is upheld annually and can also offer guidance where a member of the body has particular expertise in this area.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Read role in monitoring and reviewing this policy.

The Headteacher has a duty to:

- Ensure that all members of the school community work within a safe and enabling environment.
- Communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably.

All staff have a responsibility to:

- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

Definition of Bullying

Bullying is a subjective experience that can take many forms. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour.
- It is usually repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Forms and Types of Bullying

Bullying can happen to anyone. Bullying behaviour across all types of bullying can represent itself in a number of different forms. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to **physical appearance**
- Bullying of **young carers, children in care or otherwise related to home circumstances**
- Bullying related to **physical/mental health conditions**
- **Physical bullying** – any unwanted or inappropriate touching, physical intimidation, hitting, pushing, kicking, pinching, poking, damaging or taking of belongings, deliberate pushing and shoving, threats of violence and extortion.
- **Emotional bullying** – spreading rumours, deliberate exclusion from groups, tormenting, ridiculing, isolating, and refusing to work with another pupil, revealing personal information, threatening, inciting or coercing others to treat an individual in a manner that could be considered bullying.
- **Verbal bullying** – name calling, mimicry, teasing, insulting, spreading rumours, swearing, and making threats
- **Indirect bullying** – rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection.
- **Peer on Peer Abuse** – is any form of abuse (physical, sexual harassment, bullying, online abuse, discriminatory behaviour) inflicted by one child or a group of children, i.e. individuals under the age of 18, against another child or group of children.

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Abuse is abuse and it should never be tolerated or passed off as 'banter, 'just having a laugh' or 'part of growing up'. We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place. Please read our separate Peer on Peer Abuse Policy (to be approved: November 2021)

- **Sexualised bullying/harassment** – any sexual behaviour that could violate another child's dignity, make them feel intimidated, degraded or humiliated and/or create a hostile or offensive environment.

- **Online bullying or cyberbullying –** using information and communication technology (ICT), particularly mobile phones and the internet, on purpose, to upset someone else.' (Safe to Learn: Embedding anti-bullying work in schools, DCSF 2007). The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content. Please read our Online Safety Policy for more information on cyber bullying.

- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
    - Bullying related to race, religion, faith and belief and for those without faith
    - Bullying related to ethnicity, nationality or culture
    - Bullying related to Special Educational Needs or Disability (SEND)
    - Bullying related to sexual orientation (homophobic/biphobic bullying)
    - Gender based bullying, including transphobic bullying
    - Bullying against teenage parents (pregnancy and maternity under the Equality Act).

At St. George's Central CE Primary School and Nursery, we use STOP to support children's understanding of what bullying is:

Several

Times

On

Purpose

It is important to understand that **bullying is not** the odd occasion of falling out with friends, name calling or arguments. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns as they learn how to deal with and develop social skills to repair relationships.

Preventing, identifying and responding to bullying

To encourage co-operative, non-aggressive play we have introduced these ways, which we hope will reduce the amount of bullying behaviour in our school.

PSHE sessions are taught in every class. This is a broad and enriched curriculum including statutory RSE and Health Education. Within these areas, friendships, peer pressure, making choices, respect, tolerance, reflecting on the views and opinions of others and bullying are covered. These lessons can be used as a time support communication and reflection. The Computing and PSHE curriculum contains on-going work about online safety on the internet.

Role play is used within English, Drama and PSHE is used to explore issues, thoughts and feelings. Collective Worship and RE are used to explore issues related to friendships, relationships, values, respect and tolerance. The seeking and respect of children's views and opinions are undertaken through the operation of the School Council and use of questionnaires. Positive attitudes are promoted by the use of posters, books and the manner in which staff deal with all issues.

In order to prevent bullying, and address wider societal factors that can influence harmful behaviour, open discussions take place around the 'Protected Characteristics' and children with different family situations such as looked after children or those with caring responsibilities. We challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.

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The school promotes an open climate with strong trusting relationships so that children can openly discuss worries and concerns. We ensure that there is good communication between staff in managing and monitoring bullying incidents. Pupils are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled. We will ensure pupils view that reporting incidents of bullying is taking responsible action rather than 'tale-telling'.

The school actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience. All opportunities for addressing bullying are considered through the curriculum, through displays, through peer support and through the School Council. Our Behaviour and Relationships Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour. (See Behaviour and Relationships Policy)

All Staff will be trained (including lunchtime staff, learning mentors and support staff) to identify bullying and follow school policy and procedures on bullying. Adequate supervision is to be provided at all times in key areas of the school buildings and the playgrounds. A 'no blame approach' is used following the LA preferred approach. The Offer counselling using the Seven Steps Approach is also implemented. We will continue to work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.

St George's Central has set procedures for investigating incidents, follow guidelines for listening to the victim. The learning mentor will provide support for children and parents who may turn to them for assistance. The details of helplines and websites are also publicised. 'Safe spaces' for vulnerable children and young people are actively created. We ensure that anyone who works in school actively models non bullying behaviour. Regular evaluations the effectiveness of these strategies in preventing bullying are undertaken. Our school also encourages co-operative behaviour through:

- Play leaders/Buddies;
- Play equipment on the playground;
- Our Learning Mentor who has responsibility for pastoral support;
- Using a Restorative approach;
- Training all lunchtime staff to lead co-operative games/activities at lunchtime;
- An 'open door' policy and social events throughout the year that promotes partnership with parents/carers.

Procedures for dealing with bullying at St George's Central CE Primary School and Nursery

All incidents of bullying are recorded on the school's bullying log held in the Headteacher's office. All incidents of bullying are reported to the Governing Body. All incidents of bullying are treated very seriously and dealt with promptly by the Headteacher. The Headteacher will be responsible for looking at incidents of bullying and will follow the stages below:

STAGE 1:

When bullying is reported the 'Seven Steps Approach' will be used. This approach tries to support the victim by seeking to change the behaviour of the bully and so reach the best possible outcome for the person being bullied. If the bully feel they are being 'punished' this will often make things worse for the person being bullied and can lead to secrecy rather than a solution. Using the 'Seven Steps Approach' is the way our Local Authority suggests we work and our pupils, staff and governors agree that this is the best way of solving the problem.

The 'Seven Steps Approach':

1. The Learning Mentor talks to the victim (person being bullied) about his/her feelings. The Learning Mentor will not question the child about the incidents but does need to know who is involved.

2. The Learning Mentor arranges to meet with the pupil/group of pupils involved, this may include some bystanders, or even friends of the victim, who joined in but did not start the bullying. Ideally, this will be a group of 6 to 8 pupils.

3. The Learning Mentor tells the group about the way the victim is feeling (this is done with his/her permission) and might use a poem, a piece of writing or a drawing to help explain the victim's distress. At no time does the Learning Mentor discuss the details of the incidents.

4. The Learning Mentor does not blame individuals but explains that she knows that the group can do something about it.

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5.   Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The Headteacher gives some positive answers but does not mention improved behaviour.

6.   The Learning Mentor ends the meeting by asking the group to make sure they will help to solve the problem. A meeting is arranged to see how things are going.

7.   At this follow up meeting, the Learning Mentor discusses with each child, including the victim (person being bullied), how things are going. This allows the Learning Mentor to monitor the bullying and keep the children involved. Further meetings will be arranged if they are needed.

All actions will be recorded and carefully evaluated. All staff will be informed of the action taken. Parents/carers will be informed at the appropriate time. **(See below)**. If the Learning Mentor is absent, her role will be taken over by a member of the Leadership Team or class teacher as appropriate. **If the 'Seven Steps Approach' does not work for a particular pupil or group of pupils and the bullying continues, then the following procedures will be worked through:**

STAGE 2:
The parents/carers of the victim and the bully/bullies will be informed.

STAGE 3:
A referral will be made to outside agencies (contact will be made) e.g. Targeted Educational Support Service, Educational Psychologist. Such referral may lead to the initiation of a Pastoral Support Programme. A PSP is a required step before any permanent exclusion can be made.

STAGE 4:
- Fixed term exclusion may be necessary.
- The child will be placed on the special needs code of practice at School Support   The Governing Body will be made aware of the disciplinary action taken.

Involvement of children

We will:
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure children know how to express worries and anxieties about bullying.
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve children in anti-bullying campaigns in schools.
- Publicise the details of helplines and websites.
- Offer support to children who have been bullied.
- Work with children who have been bullying in order to address the problems they have.
- Through well-being interventions, we will encourage children to use calming down and peaceful problem solving techniques.

Liaison with parents and carers

We will:
- Ensure that parents/carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

Reporting Procedures
- The Headteacher/Learning Mentor/Designated Safeguarding lead will record their discussions with both parties.
- The parents/carers of pupils involved will be informed by letter and further discussions may take place.
- All racist incidents will be recorded on the schools Racist Incidents Log. All racist incidents are reported to the Governing Body each term.

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- All homophobic incidents will be recorded on the schools Homophobic Incidents Log. All homophobic incidents are reported to the Governing Body each term.

Commitment to equal opportunities

We are committed to equality of opportunity for all our children, irrespective of race, gender, religion or disability. The effectiveness of our policy is monitored and any issues dealt with immediately.

Monitoring and Evaluation

All staff, teaching and support staff, will be made aware of incidents and pupils involved. The leadership team will review the policy in practice by monitoring incidents of bullying. The Headteacher will evaluate the number, type and time/location of incidents occurring, with any patterns of behaviour being considered in relation to particular school routines. The policy will be reviewed annually by the Governing Body with the above monitoring information informing this review.

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Appendix 1

Useful links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: https://reportharmfulcontent.com/
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/ukcouncil-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff':
  www.gov.uk/government/publications/preventing-and-tackling-bullying
  DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0- to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

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Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondings exual
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame

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