



# St George's Primary School

## **Anti Bullying Policy Updated March 2022**

## Rationale

St George's Primary School is completely opposed to all forms of bullying and will not tolerate it under any circumstances. All members of our school community have the right to learn, work and play in a secure and caring environment, free from harm. They also have a responsibility to contribute in whatever way they can to prevent and report bullying behaviour.

## Definition

At St George's we discuss what bullying is, as well as incidents that we would not describe as bullying. We discuss this with all pupils through assemblies, PSHE lessons, pupil interviews (with each class) and school council meetings. The school council and anti-bullying ambassadors have worked together, alongside parents and governors, to devise their own definition of bullying:

***Bullying is behaviour that is usually repeated over a period of time that makes a person feel unhappy, uncomfortable or unsafe.***

## Forms of Bullying

- **Verbal** – name calling, tormenting, threats, Racism, Homophobia, Transphobia, of a sexual nature or regarding a person's disability.
- **Physical** – Hitting, kicking, spitting, pulling, pushing, biting
- **Indirect** – Spreading rumours, glaring and staring, isolating them from games, writing graffiti notes, refusing to talk to a person. This can cause emotional and social harm.
- **Cyber/On-line** – bullying through social networking, online gaming, text or direct messaging, photo changing software, emails, prank telephone calls, video hosting sites.

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying or bullying against people choosing to identify with a different gender or status)
- Sexual orientation (homophobic, bi-phobic bullying etc.)
- Gender identity
- Special Educational Needs or Disability (SEND)
- Appearance or health conditions
- Related to home or other personal situation

Other forms of bullying to be are of are:

- **Racist bullying:** Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- **Homophobic and biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- **Transphobic bullying:** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.
- **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- **Ableist bullying:** Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.
- **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.
- **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

- **Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

### **Equality Act and Protected Characteristics**

The policy references the Equality Act 2010 and shows our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion targeted, young carers, looked after children, appearance targeted, sexist and sexual bullying.

The school understands that, under the Equality Act 2010, it has a responsibility to:

- [Eliminate unlawful discrimination, harassment, including sexual 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.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

### **Bullying and Statutory Obligations**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- **[Updated]** DfE (2022) 'Keeping children safe in education 2022'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Positive Behaviour Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Digital Safety Policy
- Primary Relationships and Health Education Policy
- Suspension and Exclusion Guidance

### Consultation and Participation Process

This policy has been developed by the Anti-Bullying Steering Group. Reviewed in 2019 and again 2021. This group consisted of parents, governors, staff and children.

We will continue to develop our anti-bullying work by:

- Participating in National Anti-Bullying week
- Awareness raising programmes and education – The Respect Framework, PSHE and outside agencies.
- Monitoring evaluation and review (ensuring consequences for bullies are effective and consistent)
- Obtaining the views of school council and pupils
- Sharing best practise through school networks
- Gathering feedback from parent forums and surveys.

### Links with other school/organisation policies

This policy links closely to the following policies:

- E-Safety,
- Positive Behaviour and Relationships,
- Safeguarding,
- Equality.

Our school's positive behavior policy has clear guidance on acceptable behaviour in school. Any 'bullying' behaviours have a clear consequence. All classes display the school charter which is regularly discussed and used to encourage positive relationships.

Rights	Responsibilities
<p>We all have the right:</p> <ul style="list-style-type: none"> <li>• To be safe and cared for.</li> <li>• To be able to learn and play.</li> <li>• To be respected.</li> <li>• To give your opinion and to be listened to.</li> <li>• To have help when we need it.</li> <li>• To have a nice school environment.</li> <li>• Treated fairly and have our differences respected.</li> </ul>	<p>We all have responsibilities:</p> <ul style="list-style-type: none"> <li>• To be respectful to other people and things.</li> <li>• To listen and be ready to learn.</li> <li>• To accept help and learn from it.</li> <li>• To come to school every day with a positive attitude</li> <li>• To be honest, sensible and kind.</li> <li>• To be helpful to other people</li> <li>• Show respect and value differences.</li> </ul>

### The responsibilities of our staff

We expect our staff to:

- Promote safety, positive relationships and RESPECT at all times.
- Be alert to signs of distress and other possible indications of bullying
- Discuss bullying openly with all classes, including the effects of bullying
- Listen and take time to talk to children who disclose bullying, take what they say seriously and investigate the situation
- Report suspected bullying (to either an assistant head teacher, deputy head teacher or in their absence the head teacher). **Record using our monitoring form.**
- Display anti-bullying messages throughout the school
- Seek support from outside agencies if required
- Be a good role model
- Show all pupils respect and treat all equally and fairly
- Be consistent with consequences for bullies, by following the school behaviour policy.
- Communicate effectively with all involved in working with the child, including parents, even if you have little to report

- Boost children's self-esteem by praise, compliments and encouragement
- Safeguard all pupils who report bullying
- Use systems in place e.g. School buddies, Peer mentors, Restorative approaches
- Keep school yards highly supervised with staff strategically placed

### **The responsibilities of our pupils**

We expect our pupils to:

- Not suffer in silence, think of five people you can turn to at home or at school if you feel you are being bullied (five finger friends)
- Be a good friend to all who need one.
- Follow the school's positive behaviour policies at all times.
- Ensure that they respect the rights of others to be safe, happy and free from harm at school.
- Walk away from dangerous situations or places
- Never join in with bullying behaviour
- Not watch bullying behaviour you must walk away and report it
- Tell the truth if asked by a staff member

### **The responsibility of parents/carers**

We expect our parents and carers to:

- Inform the school of any suspected bullying, even if it is not their child
- Co-operate with the school and work together to prevent any long-term damage from bullying
- Promote safety and respect at St George's.
- Advise children not to retaliate through violence towards any situation
- Encourage their child to report bullying to a member of staff
- Be sympathetic and supportive towards their child and reassure them
- If your child has been accused of bullying others, work in cooperation with the school

### **The responsibility of governors:**

We expect our governors to:

- Support the staff and head teacher in all attempts to prevent bullying from our school.
- To support the ongoing anti bullying work of the school by having a governor representative on the anti-bullying steering group.
- Monitor and review the effectiveness of the anti-bullying policy.
- Review incidents and trends of bullying.

### **Nominated governor for anti-bullying and behaviour is Mr Charles Lucking.**

#### **Preventative measures**

At St George's we believe that preventing and raising awareness of bullying is essential in keeping bullying incidents to a minimum. Through assemblies and PSHE lessons children are given regular opportunities to discuss bullying and its impact on others. Children will also discuss incidents that we would not describe as bullying, such as two friends falling out or a one-off argument. Pupils are encouraged to tell an adult if they are concerned that someone in school is being bullied.

Through character education (supported by Commando Joe) children are taught about different character traits and the impact of their behaviour on other people:

#### **RESPECT**

Resilience – determined; self-controlled; persistent; courageous; diligent; perseveres

Empathy – fair; compassionate; kind; courteous; unselfish

Self-Aware – self-confident; self-disciplined; honest; humorous; humility; adaptability

Positivity – gratitude; motivated; positive attitude; inspires; willpower

Excellence – creative; curious; inspires; pride; critical thinking

Communication – listens; influences; feedback; reflective; evaluative; presence

Teamwork – cooperates; responsible; cares; decision maker; helpful; unity; patient

The school council regularly discuss anti-bullying work in their meetings. We have 'Anti-Bullying Ambassadors' who are pupils that work alongside nominated parents, governors and staff in an anti-bullying steering group. Some children are trained as play leaders and peer mediators. This helps to keep the children engaged during playtimes and gives them somebody to go to if they have had a fall out with another child. The peer mediators are able to clearly define what counts as bullying and know who to direct the children to for further help. The

anti-bullying steering group will meet regularly to ensure that anti-bullying work is taking place in school and to support school in regular reviews of current practice.

### **Strategies**

1. We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable.
2. All will be expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
3. Learners will be encouraged to report bullying and when they do so they will be listened to and taken seriously.
4. Every allegation of bullying will be investigated and followed up. Recorded on Scholar Ack and bullying log maintained.
5. Any victim of bullying will be well-protected immediately and in the future.
6. Any allegations of bullying will be reported to the head teacher.
7. PSHE and circle time will be used to discuss bullying and to ensure that all are aware that bullying is never acceptable, and that the victim must always report it to parents, staff or friends.
8. We will use the school's behaviour policy to reinforce this anti-bullying policy.
9. Stereotypes are challenged by staff and children across the school.
10. Learners and their parents will be made aware of this policy.
11. Children will be trained as peer mediators and play leaders to support all pupils. Including those who may have been the target of bullying.
12. We will take part in national initiatives such as 'Anti-Bullying' week and 'Safer Internet' week.
13. Difference and diversity will be celebrated across the school through displays, books and images. The whole school will participate in events such as Anti-Bullying Week, Safer Internet Day, Black History Month, LGBT History Month, Diversity Week
14. Each class will develop a display of the school charter in their classroom, and this will be revisited regularly through class circle time.
15. All children will be taught about their rights and responsibilities towards each other.

### **Procedures for dealing with incidents of bullying**

- Staff should follow the anti-bullying procedures flowchart to ensure that all appropriate procedures for support and consequences are followed. See appendix.
- All reported incident of bullying must be recorded and passed to Assistant head teacher, deputy head teacher or in their absence; the head teacher. These will be logged in school incident file.
- Children should follow the child friendly guidance. This will be regularly discussed with the children in their classes. See appendix
- Parents should follow the anti-bullying procedures flowchart. See appendix

### **Consequences**

- Consequences will be decided upon in line with our behaviour policy.
- Support will be offered to both parties.
- It is important that children who display 'bullying' behaviour are worked with to try and help them to empathise and understand how they have made the other person feel.

### **Bullying outside of school premises**

- We make a pledge to keep everybody in our school community safe. That includes safety outside school.
- Bullying can occur away from school and online. In all cases we will not tolerate this.
- Section 89(5) of the Education and Inspections Act 2006 gives Head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This legislation does not apply to independent schools.
- By making good connections throughout the schools community with local residents, transport providers, Community Police officers, local businesses, park rangers etc, Head Teachers can gather evidence of bullying incidents outside of school.

### **Monitoring and reviewing**

This policy will be monitored regularly by the SLT and the school governors. The effectiveness of this policy will be reviewed annually by the governors. Views and opinions will be gathered on the content and impact of this policy through the anti-bullying steering group.

This policy has been developed in consultation with the school community including pupils, parents, staff and governors.

**Reviewed every 2 years**