



**Author – L. Fidrmuc**

**Agreed by Directors and Available to Staff– January 2021**

**To be Reviewed – Annually**

**Last Review – May 2022**

## **Anti-bullying Policy**

### **Purpose**

St George's is committed to creating and sustaining a safe, positive and inclusive environment for all pupils, staff and parents/carers. We believe that all pupils, staff and parents/carers have the right to be protected from bullying and abusive behaviour.

This policy was developed and is reviewed and monitored through consultation with the whole school community and applies to all members of that community.

### **Aims and Objectives**

This policy aims to ensure that all those connected with the school are protected from bullying behaviour. The ongoing and long-term aim of the policy is to reduce the number of pupils who experience bullying and to help pupils find and put into practice a series of solutions to the problem of bullying.

The policy also aims to ensure that individual cases of bullying are dealt with consistently, constructively and fairly. Procedures for dealing with bullying are clearly set out so that all members of the school community know what they can expect from the school and what the school expects of them.

### **Bullying behaviour**

Most agree that the key factors of bullying are:

- Repetition - systematically undermining a person over a period of time.

- An imbalance of power between the person on the receiving end of the bullying and the person or persons doing the bullying.

Bullying may be: physical, verbal, emotional/psychological, racist, sexual, homophobic or electronic (please refer to Online Safety Policy).

Bullying has a destructive and harmful effect, not only in relation to the person who is being bullied, but also to those who bully and those who stand by. It can lead to self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and sometimes even suicide.

## **Signs of Bullying**

All members of staff must be alert to the signs of bullying. These may include:

- Unwillingness to attend school.
- Displays of excessive anxiety, becoming withdrawn or unusually quiet.
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others.
- Books, bags and other belongings suddenly going missing, or getting damaged.
- A change in established habits (e.g. giving up music lessons, a change of accent or vocabulary)
- Psychological damage and lack of self-confidence.
- Frequent visits to first aiders with symptoms e.g. stomach pains or headaches.
- Unexplained cuts and bruises.
  
- Frequent absences, erratic attendance and late arrivals to class.
- Asking for extra pocket money or starting to steal money (to pay bully).
- Preferring the company of adults.
- Displaying repressed body language and poor eye contact, difficulty in sleeping, experiences nightmares.
- Verbal taunts.
- Sitting on their own and being left out of activity groups during lessons or playtimes.
- Talking of suicide or running away.

Although there may be other causes for some of the above symptoms, any significant indications and/or a repetition or a combination of these possible signs will be investigated by teachers and parents, whenever possible working together.

## Strategies

We will work to prevent and eliminate any form of bullying by:

- Promoting good behaviour and positive relationships based on mutual respect.
- Making pupils fully aware of the school's policy through a list of expectations displayed in school.
- Ensuring pupils understand that if they have been bullied or have witnessed bullying, they should tell a member of staff, their parents or any helpful adult or friend. When bullying is reported it will be taken seriously.
- Promoting anti-bullying through education using the curriculum, the JIGSAW *Personal, Social, Health, Economic Education* (PSHEE) programme to raise awareness of issues relating to bullying.
- Informing parents by various means of the school's anti-bullying policy whilst encouraging them to support it.
- Monitoring incidents of bullying through CPOMS (Child Protection Online Management System)
- Providing counselling and help for victims of bullies, bullies themselves and the parents of the bullied/bullies.
- Ensuring that the perpetrator and his/her parents, are fully aware of the unacceptable nature of the behaviour and the consequences of any repetition.
- Giving support to those involved in bullying to enable them to change their behaviour.
- Seeking the support of outside professional agencies (Educational Psychologists, CAMHS, MASH etc.) as appropriate.
- Developing initiatives to raise awareness of the negative impact of bullying by any member of our community such as an anti-bullying week and peer-mentoring.
- Familiarising all staff at the school with the anti-bullying policy through INSET to ensure it is applied consistently and fairly.
- Showing respect for all members of the school community who act as good role models for pupils.

## Procedures

It is important that all staff be alert to early signs of distress in pupils. If a member of staff witnesses a bullying incident, in any form, or is approached by a pupil about bullying, they should investigate the incident without delay according to the agreed procedures that are as follows:

- Minor cases of verbal or physical unpleasantness should be dealt with on the spot by the teacher.
- Pupils should be reminded of the standards of behaviour expected.
- Where an incident gives greater cause for concern, teaching or support staff who witness or are told of the bullying should take a detailed record of the incident and names of those involved and record this on CPOMS. The record of bullying should be passed to the Form Teacher of the pupil/s involved.
- The Form teacher will investigate the incident and see the pupil/s involved. The Head Teacher and the Deputy Head (Pastoral) should be kept informed of any instances of bullying.
- Parents will always be informed if their child has been found to be either a victim or a perpetrator of a bullying incident.
- Victims, alleged bullies and witnesses should be interviewed separately by the teacher first involved and are required to write down independent accounts of the incidents/situations. In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other pupils, thus enabling patterns of behaviour to be established.
- If a first offence is of a serious nature, the Headmaster should be informed as a matter of urgency.
- Bullying which has been recurrent or persistent should be referred to the Deputy Head (Pastoral).
- The school will continue to monitor the wellbeing of the victim and the behaviour of the bully.
- Sanctions imposed will be relative to the age of the pupil. The bully must understand what he/she has done and why the sanctions are being applied. Sanctions and support for the bully are used in accordance with the Behaviour and Discipline Policy. Suspending pupils from school is a last resort. (See Exclusion policy)
- Accusations of bullying of a pupil or pupils by any member of staff will be dealt with as a safeguarding matter and will be governed by the procedures set down in the school's Safeguarding Policy.

## Review

This policy will be reviewed annually.