

# St Georges Church School and Nursery



## Anti-Bullying Policy

Written: September 2021

Agreed: October 2021

To be reviewed: September 2023

This policy is written in compliance with the Equality Duty April 2011

The purpose of this policy statement is:

- to prevent bullying from happening between children and young people who are a part of our organisation or take part in our activities
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying

## **1. Roles and responsibilities**

***The Headteacher has overall responsibility for the policy and its implementation.***

The School Lead (Deputy Headteacher, SENCo, Chair of LGC)

- Develop the policy and review in line with good practice
- Ensure that agreed protocols are followed
- Implement the policy, monitor and assess its effectiveness in practice
- Evaluate the progress the school is making in relation to the anti-bullying agenda
- Manage the reporting and recording of bullying incidents
- Coordinate training, support and strategies to celebrate difference and prevent bullying behaviour

***Class teachers and support staff are responsible for the day-to-day implementation of practices and they will;***

- Support the development of an appropriate culture within the school
- Support children who have experienced bullying, including cyber bullying
- Respond to children who have bullied
- Model appropriate, respectful behaviour

***Children will;***

- Embrace a culture that respects and celebrates difference
- Support children who have experienced bullying behaviours
- Model appropriate, respectful behaviour

## **2. Aims and objectives**

We spoke to our children to find out why they feel we need a policy and how we will know if it is working.

- To stop bullying
- To keep us all safe
- So that parents know we don't bully within our school
- So that children know when they come to our school they will be safe
- So that everyone can be happy in our school

In generic terms (and as stated in the DfE document 2011 'Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies') the aims and objectives of this policy are to develop and maintain;

- A culture of respect where difference is valued
- A system of support for children who have been bullied
- A system of clear, fair and consistent responses to incidences of bullying

## **3. Defining bullying**

We asked the children to think about what is bullying. We thought about the differences between being unkind, and being a bully, and came up with these conclusions

### **We think that being unkind means**

- Being mean
- Mean words
- Hurting people
- Using unkind words
- Teasing/mocking
- Shouting at someone
- Not being polite
- Calling people names
- Fighting
- Bossing people around
- Carrying on a behaviour you have been asked to stop – not doing as you are told
- Betraying a confidence (sharing secrets)
- Making you feel uncomfortable
- Making you doubt yourself
- Being rude
- Excluding or ignoring people (not letting people play)
- Hurting people or their feelings
- Damaging someone's property
- Embarrassing someone
- Using personal information against someone

- Laughing at someone when they don't wish to be laughed at
- Threatening
- Not owning up to something or telling lies
- Tripping someone up
- Pulling hair
- Smacking
- Jumping on people
- Pushing
- Hitting
- Not sharing
- Making people feel scared

### **We think bullying constitutes**

Bullying could involve any of the things above, but it is done a number of times. It involves seeking someone out and doing the same thing over and over again.

This could include

- Physically and/or mentally hurting someone
- Not respecting someone
- Threatening
- Stalking
- Making someone's life miserable
- Fighting
- Hurting people everyday

We all agree that bullying is a repetitive/consistent/constant/persistent pattern of behaviour.

### **If someone is being unkind**

We think you should think about how serious the behaviour is and act accordingly. This might include:-

- Walk away and ignore them
- Don't react or fight back
- Tell them you do not like what they are doing
- Ask them to stop
- Find a place to calm down
- Tell someone (parents, teachers, trusted adult)
- Find someone else to play with

### **If someone is bullying you**

- Tell a trusted teacher
- Talk to a teacher or parent
- Call Childline
- Tell the NSPCC
- Be assertive
- Block them (if online)
- Walk away

### **Cyber-bullying is:**

Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, games consoles and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour. We believe that bullying is a constant action and this applies to Cyberbullying.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Twitter
- SMS (Short Message Service) also known as Text Message sent through devices
- Instant Message (via devices, email provider services, apps, and social media messaging features)
- Email

### **What do we do as a school?**

- Ensure staff understand the reporting mechanisms to support pupils in reporting incidents of cyber-bullying
- Proactively discuss cyber-bullying with pupils so that they understand how and why it occurs and the consequences of such behaviour with an age-appropriate focus on friendship and responsibility online
- Report any concerns about cyber-bullying incidents following Trust safeguarding procedures as stated in our Child Protection and Safeguarding Policy

In generic terms (and as stated in the DfE document 2011 'Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies') bullying is described as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

### **What do we do as a child?**

- Get off the site
- Try and block them
- Turn off your device
- Tell an adult
- Not accept them when you are playing (online) games
- Ask parents to put on parental controls
- Only talk to your friends and check your parents know. Show an adult if someone is mean or scares you.

## **4 Our children wanted us to include a section on 'Why someone might be bullying'**

This is what they said:

- It could be something at home is making them feel bad.
- They might be being bullied themselves by someone else.
- They might not realise they are bullying so you should tell them to stop and explain why.
- It is not about the person that is being bullied it is about the person that is doing the bullying they might be jealous or feel sad or hurt themselves.

## **5. Prevention of Bullying**

Our community is developing a culture that embraces and celebrates differences and never tolerates bullying. We are doing this through;

- The modelling of appropriate respectful behaviour by staff, parents and pupils and other members of the school community
- The delivery of an appropriate curriculum
- Ensuring that positive images, not least of people with protected characteristics, are displayed within the school premises
- Ensuring positive role models in history, science, literature etc are promoted
- Ensuring a system is in place for talking to pupils about difference including assemblies, dedicated events and lessons
- Ensuring the promotion of other cultures and ethnic groups are promoted through all aspects of the curriculum
- Teaching children the appropriate definitions and terminology regarding bullying
- Promoting differences and no tolerance of bullying through specific taught sessions e.g., NSPCC, JIGSAW, etc
- Teaching children about the dangers and impact of cyber-bullying
- Ensuring online safety is regularly delivered through our computing scheme and safeguarding procedures
- Training for staff to ensure knowledge about diversity and issues associated with bullying
- Holding an annual anti-bullying week in line with the National Anti-Bullying Week

## **5. Responding & Supporting**

The Trust asked children/young people about the type of support that already exists or that they would like and they responded;

- Tell a grown-up – if you do what the bully does, you'll be a bully as well
- Tell the midday supervisors
- Try and sort it out, not give up
- More playground helpers and spread them out more
- If you are a bully you should just stop it, if you're not one then you should persuade the bullies to stop
- Walk away and tell a grown-up
- Tell your teacher
- Have reminders such as a novelty item that says, 'Don't be a bully'. We could give it out to them to remind them, like a jigsaw puzzle or a fan
- Tell them to stop but don't get yourself into trouble
- Even if you're not involved you should tell on them
- Violence isn't the answer
- Just look after each other and make sure everyone is OK
- Have a friendship award - awards make people think they have a goal to reach and then they are motivated to do it
- We should have a new award for being spotted being really, kind or spotting friends playing very nicely and helping to sort out their own problems
- All the grown-ups in our school environment help to stop bullying

Our school will address each incident of bullying individually and appropriately and in line with our Positive Behaviour and Relationships Policy. The common elements of each response will include:-

1. Listening to the child/young person who has been accused of bullying and identifying the type of support they feel they need
2. Involving parents immediately
3. Applying disciplinary protocols consistently and fairly
4. Carefully considering and deciding upon the appropriate level of parental involvement for both parties
5. Deciding on the appropriate consequences in line with the schools Positive Behaviour and Relationships Policy
6. Completing the Trust's recording system through CPOMs reporting and involving outside agencies (such as Educational Psychologists, EMTAS and Behaviour Support Service) as appropriate
7. Closely monitoring the situation

## **6. Child Protection**

Our school recognises that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm". Where this is the case, our Trust staff will report their concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead who will refer to Children's Social Care.

## **7. Reporting**

Our school has a clear system for gathering information about what is happening within the school through the reporting of incidents on CPOMS. Children feel safe to report incidents to appropriate members of staff. When appropriate incidents will be reported to members of the SLT/DSLs.

## **8. Resources**

Our school is aware of resources that can support this work and list complementary policies below. We also recognise we can talk to our link Educational Psychologist who will support us with work in this area.

## **9. Links with other policies and guidance:**

- DfE - Preventing and Tackling Bullying
- DfE - Cyber bullying: advice for headteachers and school staff
- DfE - Advice for parents and carers on cyber bullying
- Positive Behaviour and Relationships Policy
- Safeguarding Policy
- Acceptable Use Policy Equalities Policy
- SEN and Disability Policy SRE Policy
- Complaints Policy
- Confidentiality Policy
- [Anti-bullying resources | NSPCC Learning](#)
- [Anti-Bullying Alliance](#)
- [Cyberbullying: What is it and how to stop it | UNICEF](#)
- [How to deal with cyber-bullying - BBC Bitesize](#)