

# St Georges Church School and Nursery

*All things are possible for one who believes (Mark 9:23)*

*St Georges Citizens | Stewards of the Earth*



## Anti-Bullying Procedures

Date: January 2025

To be reviewed: July 2026

**Rationale:**

It is a basic entitlement of all children that they receive their education free from humiliation, fear and abuse. At St Georges, we believe that children flourish best in a happy safe environment where their spiritual, personal, social, emotional and learning needs are met. We seek to ensure this through our core vision and values which underpin everything we do, including our school rules of being:

***'Ready, respectful & safe.'*****Aims:**

1. To create a secure and safe environment for our pupils.
2. To convey to everyone - pupils, parents/carers and all staff that bullying behaviour will not be tolerated.
3. To support the victims of bullying behaviour and reassure them that they will be listened to, and action will be taken.
4. To educate children about the negative impact of bullying behaviour and support children who are exhibiting these behaviours to interact with others in a positive way.
5. To help children self-regulate their behaviour and be responsible for the consequences.
6. To educate children about what it means to be a bystander and how bystanders have the potential to make a positive difference in a bullying behaviour situation by standing up and speaking out.
7. To build a community where pupils behave with consistently high levels of respect, kindness and compassion for others.
8. To build a community where children participate fully as Citizens of St Georges through CREW promoting behaviours of rowing together and valuing everyone as a unique individual.
9. To build a community where children understand the power of being a positive 'citizen' of St Georges and a steward of the Earth.

**What is Bullying:**

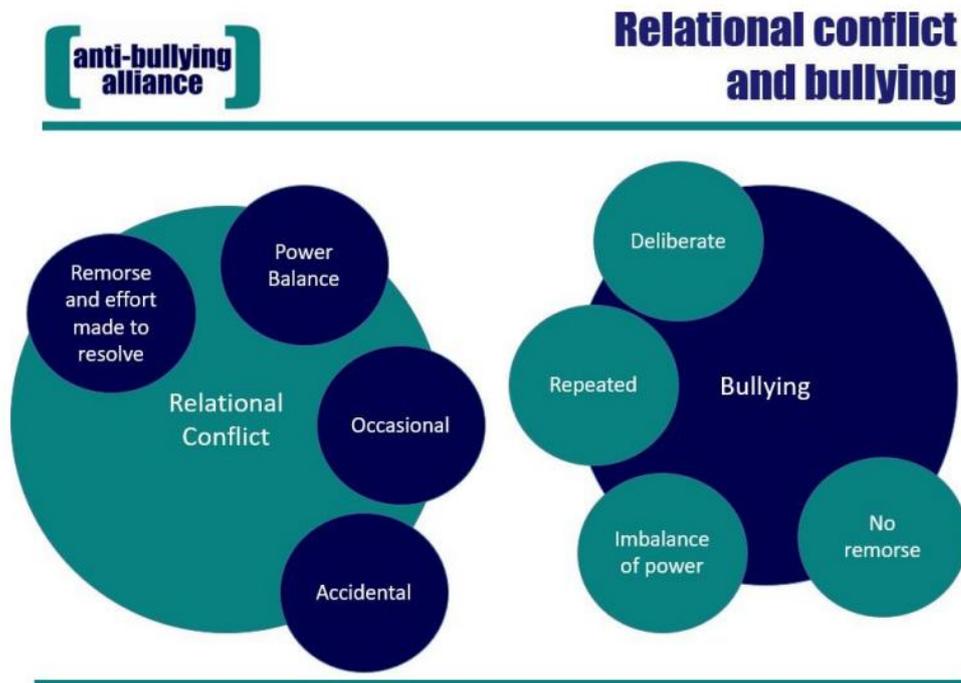
Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the

intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can have a significant impact on its target. If left unchallenged or dismissed as ‘banter’ it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn’t acceptable and help stop negative behaviours escalating.

The Anti – Bullying Alliance draws a distinction between bullying and relational conflict:



**Anti-Bullying Guidance:**

At St Georges we believe that children flourish best in a happy safe environment where their spiritual, personal, social, emotional and learning needs are met. We seek to ensure this through our core vision and values which underpin everything we do. including our school rules of being:

***‘Ready, respectful & safe.’***

**Key messages:**

‘I don’t like it when... please stop.’

Stand up and Speak out

STOP Several Times on Purpose

Belonging: We are St Georges Citizens

## **What happens when there is a report of bullying at St Georges?**

Where reported by a parent or child, bullying should always be treated seriously. The school will where possible seek to:

- Investigate
- Record
- Take the appropriate action in line with the behaviour policy
- Reassure victims they will be supported, kept safe, and taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem, nor should a victim ever be made to feel ashamed for making a report or their experience minimised. They will have the opportunity to discuss the issues and receive ongoing support as needed. Support may include restoring confidence, self-esteem or assertiveness.
- Support perpetrators by reflecting on what happened, establishing why they became involved, identifying the effect on others, the consequences, the need to change and working with their parents/carers.

See appendix 1 for format of report.

### **The role of Governors:**

The governing body supports the Head Teacher in seeking to eliminate bullying from our school. The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. A parent who is dissatisfied with the way the school has dealt with a bullying should follow the BWMAT Complaints procedure.

### **The role of the Head Teacher & SLT:**

It is the responsibility of the Head Teacher and senior leadership team to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request. The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely.

### **The role of the teacher and support staff:**

All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place. Staff members use whole school recording systems and expectations to record and pre-empt behaviour incidents related to the children in their class. If staff members witness an act of bullying, they will follow the school behaviour policy guidance.

To educate about anti-bullying, teachers use a range of methods e.g. drama, role-play, stories etc. Anti-bullying is also covered within our formal curriculum, to help children understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into unexpected

behaviours. Circle time is used to discuss issues with peers, and worship includes anti-bullying and friendship themes. National anti-bullying events are also supported.

**The role of parents:**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Senior Leadership Team. If they remain dissatisfied, they should contact the Headteacher as appropriate. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to participate fully in the school's ethos and culture.

**The role of children:**

Children are encouraged to tell a trusted adult if they believe they are being bullied, and if the bullying continues, they must keep on letting adults know. Children are invited to tell us their views about a range of school issues, including bullying, at any time, but proactively through, class Message Boxes and regular child questionnaires/interviews (Pupil Voice).

Appendix 1 – Investigation procedure

**How we complete a bullying investigation.**

**Parents, Children, Staff to report log of potential bullying**

- Initial check for past incidents or repetition on CPOMS.
- Decision to investigate made by DSL or DDSL.
- Chronology to be started by an allocated member of SLT until investigation closed.

**A member of SLT will complete this agreed format**

**Chronology of behaviours, discussions and actions set up on date:**

Reason for starting the log:

<b>Context, date and info.</b>	<b>Evidence found:</b>	<b>Actions:</b>

**ACTIONS moving forwards:**

What will happen to support the victim/s?

What will happen to support the perpetrator/s?

**Parents will be informed by SLT member of the investigation and the outcomes.**

## **Appendix 2 – Understanding the various types of bullying:**

### **Child on Child Abuse:**

All staff are aware that children can abuse other children and that it can happen both inside and outside of school or college and online.

Staff will challenge inappropriate behaviours between children, many of which are listed below, that are abusive in nature. These behaviours will not be downplayed, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- sexual harassment, this may include an online element which facilitates, threatens and/or encourages such behaviour such as sexual comments, remarks, jokes and which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting)
- upskirting, which typically involves taking a picture under a person’s clothing without their permission which causes the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities used as a way of initiating a person into a group and may also include an online element)

### **Physical**

- Kicking, hitting, shaking, biting
- Prodding, pushing, spitting, hair pulling
- Other physical assault
- Intimidating behaviour
- Interference with personal property
- Deliberate targeted exclusion from peer-group activities
- Extortion (e.g. of pocket-money or items in packed lunch)
- Otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

**Verbal/Psychological:**

- Threats or taunts
- Shunning/ostracism
- Name calling/verbal abuse
- The refusal to acknowledge the cultural/ racial/ familial background of an individual.
- The refusal to acknowledge/ respect the sexuality or gender identity of an individual.
- Innuendo
- Spreading of rumours
- Making inappropriate comments in relation to appearance

**Prejudice-related:**

e.g. racist, homophobic, disablist, sexist. Any of the above examples may be experienced within prejudice-related bullying. Further, more specific examples may include:

- Physical, verbal, written, on-line or text abuse or ridicule based on differences of (e.g.) race, colour, ethnicity, sexual orientation, gender, gender identity, physical or sensory ability, religion, learning difficulty, and mental health problems, whether relating to the victim or to a member of their family or a friend.
- Refusal to co-operate with others on the basis of any of the above differences
- Negative stereotyping on the basis of sexual orientation, race, ability, gender (etc., as above)
- Promoting offensive materials such as racist or homophobic leaflets, posters, graffiti, magazines or computer software on school premises
- Failing to actively discourage such material from within the school community.

**Sexual**

- Unwanted/ inappropriate physical contact
- Sexual innuendo
- Suggestive propositioning
- Exposure to age-inappropriate themes or material.
- Distribution/display of pornographic material aimed at an individual
- Graffiti with sexual content aimed at an individual
- Sexual bullying can spring from, or be expressed within, prejudice-related attitudes and motivations.

### **Gifted/ Talented/ Additional Needs**

- Name calling, innuendo or negative peer pressure based on levels of ability or effort.
- Ostracism resulting from perceptions of levels of ability

### **Cyber Bullying:**

We regard online incidents as serious breaches of the acceptable user agreement. Incidents will be investigated and followed up in line with the School behaviour policy and the Safeguarding and Child Protection Policy. Such incidents may include:

- \*Cyber bullying
- \*The use of inappropriate language online/on social media
- \*Soliciting & sharing of nude or semi-nude images & videos
- \*Sexual harassment
- \*Setting up or promoting inappropriate websites/online or social media accounts

If incidents occur outside school, whilst parents are responsible for this behaviour, often such incidents will affect the school culture. Schools have the authority to address these incidents when the behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. Children affected by cyberbullying will be given appropriate support. The incident will be investigated and followed up in line with the School behaviour policy and Safeguarding and Child Protection Policy.

See separate BWMAT On- Line Safety Policy, Safeguarding and Child Protection Policy, AntiBullying Policy as listed at the end of this policy.

### **Bullying Outside of the School Premises:**

Schools have the authority to address pupils' inappropriate (non-criminal) behaviour choices outside of the school premises or online to such an extent as is reasonable. These incidents may have been witnessed by a staff member or reported to the school; they may have taken place when the pupil was:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In all cases, consequences can only be applied when the pupil is on school premises or elsewhere when they are under the lawful control of a staff member. Such incidents will be dealt with in line with the school behaviour policy and parents/carers informed.

This policy should be read with reference to the Bath and Wells Multi Academy Trust, 'Exclusions Guidelines' and in conjunction with the following school/ documents:

- Behaviour & Relationships Policy
- \*BWMAT behaviour policy
- BWMAT Online Safety Policy
- Keeping Children Safe in Education 2023
- Safeguarding and Child protection Policy
- Equalities Policy

[Preventing and tackling bullying](#)