



Anti-Bullying Policy

Version Number 1



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Executive Summary

Audience

All staff (teaching and non-teaching) must read and abide by the contents of this policy. This policy must be posted on the school website.

Key Points

This policy outlines what constitutes bullying, what the main types of bullying are, and the causes and consequences of bullying. The policy explains what the school does both within and outside the curriculum to prevent bullying and how the school and key postholders will respond to an allegation of bullying.



Section 1: Introduction

1.1 Policy Statement

Not every act of unkindness can be classified as bullying. We recognise that sometimes pupils are spontaneously unkind to each other without thinking, and more often than not this is a one-off incident. Bullying is action taken by one pupil or more than one pupil with the deliberate intention of hurting another, either physically or emotionally. This includes being unkind to any individual in a racial, religious, cultural, sexual/sexist, homophobic, special educational needs, disability or cyber context (social websites, mobile phones, text messages, photographs and email). The school recognises that this behaviour has no place in our school community. The school takes due notice of the DfES Guidance on the prevention of bullying as contained in *Safe to Learn – Embedding anti-bullying work in schools*. We retain the right to determine what is considered bullying.

1.2 Aims

- The aim of this policy is to make clear to all members of the St George's community the school's strong anti-bullying stance, the negative impact that bullying can have on individuals and groups and how the school deals with bullying.
- St George's Vision, Mission and Values stresses the importance of every pupil being able to develop their full potential and that all members of the school community are respected and valued. The school is welcoming of difference and diversity and is based upon inclusivity and respect.
- All concerns will be taken seriously, investigated immediately and appropriate action taken. Bullying runs contrary to the school's obligation to safeguard all children and is not accepted at St George's. The school therefore seeks to promote an anti-bullying culture.



Section 2: Practice and Procedure

2.1 What is bullying?

- The school defines bullying as any behaviour which:
 - is deliberately intended to hurt, intimidate, harm or exclude;
 - is a repeated pattern of behaviour.
- Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or through cyberspace. The school recognises seven main types of bullying.

Verbal	Name-calling, persistent teasing, mocking, taunting and threats.
Physical	Any form of physical violence, intimidating behaviour, theft or the intentional damage of possessions. This includes hitting, kicking and pushing.
Emotional	Excluding, tormenting, ridiculing, humiliation, setting people up and spreading rumours.
Cyber	The misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation.
Racist	Showing discrimination and or prejudice against people of other races or nationalities.
Sexual	Unwanted physical contact of a sexual nature and or sexually suggestive and abusive comments.
Homophobic	Negative behaviour and comments based on a person's sexual preference.

2.2 What is not bullying?

- **One-off incidents:** bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long-term effects, and is therefore categorised as



bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.

- **Mutual conflict:** A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

2.3 Why are children bullied?

The most common reason for a person to be bullied is a perceived difference. There are many ways that individuals are different but common ones are racist, homophobic, sexual, due to a person's disability, physical differences and family background. Often bullying occurs to highlight a power imbalance between the bully and the person being bullied.

2.4 What are the consequences of bullying?

The effects of bullying can be severe and often continue well after the pupil has left school. Amongst other things bullying may cause:

- low self-esteem;
- anxiety and depression;
- isolation;
- lower academic achievement;
- difficulty in forming long lasting relationships;
- self-harming;
- aversion to coming to school;
- the bullied to become a bully.

There is also an effect on other children who witness bullying, becoming fearful themselves.

2.5 Who are the bullied and bullies?

2.5.1 The Bully

There are many reasons children and young people may get involved in bullying, such as:

- feeling powerless;



- low self-esteem;
- trying to get admiration and attention from friends;
- fear of being left out if they don't join in;
- not understanding how someone else is feeling;
- taking out their angry feelings;
- a culture of aggression and bullying;
- being bullied themselves.

2.5.2 The Bullied

Again there are a number of reasons for who is bullied but key reasons are:

- Being different – such as race, sexual orientation, culture, physically;
- Being physically smaller;
- Having a disability;
- Being quiet and/or shy;
- Doing well at school.

2.6 Roles and responsibilities

- All stakeholders need to be aware of this policy and other relevant policies, including:
 - 201 Safeguarding Child Protection Policy
 - 202 Safeguarding Behaviour for Learning (Rewards and Sanctions) Policy
 - 209 Safeguarding Digital Safety and Acceptable Use of Technology Policy
- All the above policies cover all events sanctioned by the school including off site activities such as trips (including residential), sports fixtures, concerts etc. (see 210 Safeguarding Trips and Visits Policy).

2.6.1 Key Staff

All teachers and support staff

Remaining vigilant to signs of bullying and understanding the policies and procedures outlined in this policy document.



Designated Anti-Bullying Lead (Head of City Centre)	Responsible for ensuring that all staff understand policies and procedures for anti-bullying across the whole school. The nominated person works with the Deputy Heads/Assistant Head, Pastoral at all three schools to ensure that there is full understanding of policies and procedures.
Deputy-Heads (Junior Schools) and Assistant Head, Pastoral, (Senior School)	Deputy-Heads (Junior Schools) and Assistant Head, Pastoral, (Senior School) – The Deputy Heads/Assistant Head, Pastoral at each school are responsible for the day to day running of the Anti-Bullying policy within their school. Once a year they should meet with the PSG Designated Lead to look at policies, procedures and updates.
Head of Learning Support and team	Children with additional learning needs are often particularly vulnerable and the school's Learning Support team can provide valuable support.
School Counsellor	Similarly the School Counsellor is in a unique position to help deal with anti- bullying.
EAL Lead and team	May provide support for pupils who find it difficult to express themselves clearly.

It is vital that all stakeholders have easy access to policies and procedures. The responsibility for ensuring this lies with the PSG Designated. The Anti-Bullying policy is published on the school website and Firefly. Hard copies are available in all three staff rooms.

2.7 Sanctions and Monitoring

- **Reporting** – all incidents of bullying should be reported to the Deputy Heads in the Junior Schools and Head of Year in the Senior School.
- **Sanctions** – Sanctions should be consistent with the school's Behaviour for Learning Policy.
- **Extremely Serious Incident** – if after consultation with the Senior Colleague it is felt that the incident is too serious to be dealt with without referring to a member of the Strategy Team or Child Protection Officer then this must be done



immediately. The decision-making is then the responsibility of the member of the Strategy Team that the incident has been reported to.

2.7.1 Support Procedures

The member of staff dealing with the bullying must ensure that support is given to the person(s) being bullied. The primary aim in this is to resolve any issues and restore, as far as practicable the relationships of the parties involved rather than to apportion blame.

2.7.2 Recording Procedure (including the involvement of parents/carers)

It is the responsibility of the Deputy Heads in the Junior Schools and Head of Year in the Senior School to ensure that the incident is recorded in SIMs. This should include contact with parents/carers of all students involved. A weekly report about behavioral incidents is sent to the Heads of Junior School and the Assistant Head (Pastoral) of the Senior School. Documented cases of bullying will be recorded in the school's bullying log.

2.8 Prevention and Intervention

The key to effective Anti-Bullying is robust prevention and intervention. All members of the school community need to promote positive behaviour that makes it clear that St George's is a school that does not tolerate bullying. (This includes bullying by both children and adults). Education is key – the school does this in a number of ways:

- Anti bullying is embedded in the curriculum through PSHCE;
- Anti-Bullying assemblies;
- Through other subjects – it is recognised that anti-bullying can be addressed in other areas of the curriculum. English is particularly (but not exclusively) appropriate;
- In the Junior Schools a Class Agreement is created at the beginning of each year for every class. This agreement is displayed in the classroom in a prominent place;
- In the Senior School the Five Classroom Expectations are displayed in every room;
- It is the responsibility of the Deputy Head in each Junior School and the Assistant Head, Pastoral in the Senior School to ensure that Anti-Bullying is effectively embedded in both the visible and discrete curricula;



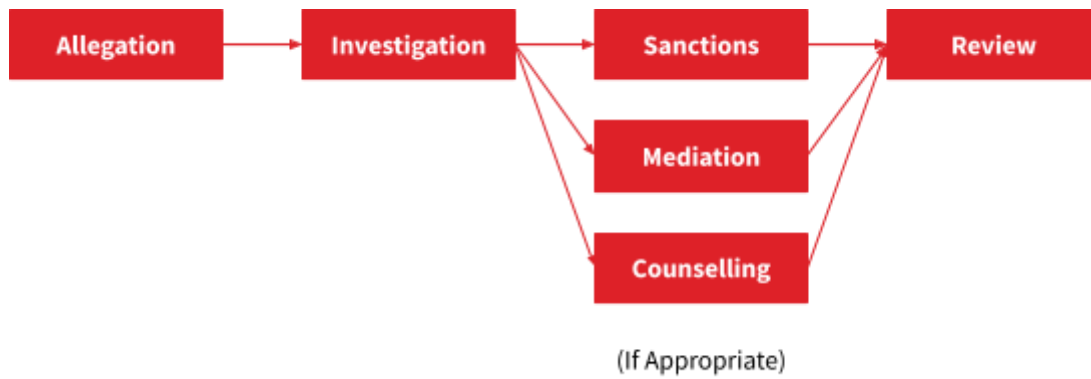
- Student Voice – Through the Student Councils in all three schools;
- Mentoring – mentoring of younger pupils by older pupils;
- Duty - the school has an effective duty rota on each site. Staff need to ensure that they appear for duty on time and are vigilant. The Deputy Heads (Junior School) and Assistant Head, Pastoral (Senior School) to ensure that a rota is in place and staff are clear about responsibilities;
- The School Counsellor does valuable work with individuals and with groups about coping with a variety of problems including bullying;
- All three sections of the School take part in the UK's Anti-Bullying week.

2.9 Review and Staff Development

- The Anti-Bullying policy is reviewed by the Anti-Bullying Lead and the Deputy-Heads/Assistant Head, Pastoral in their annual meeting. The Anti-Bullying Lead is responsible for updating when necessary. Any changes are sent to the Principal for ratification.
- The Principal, on the advice of the Anti-Bullying Lead signs the Anti-Bullying policy at the beginning of each academic year.
- The Strategy Team designated lead for Anti-Bullying is responsible for presenting a half-termly report for the whole school to The Strategy Team.
- Staff development and any training needs are agreed between the PSG Designate and the Deputy- Heads/Assistant Head Pastoral at their annual meeting.
- Deputy-Heads in the Junior Schools and Assistant Head, Pastoral in the Senior School are responsible for ensuring that all staff in their respective schools are aware of the Anti-Bullying Policy and Procedures.



2.10 Summary of school actions resulting from a bullying allegation





Section 3: Assessment and Record Keeping

It is the responsibility of the Deputy Heads in the Junior Schools and Head of Year in the Senior School to ensure that the incident is recorded in SIMs. This should include contact with parents/carers of all students involved. A weekly report about behavioral incidents is sent to the Heads of Junior School and the Senior Deputy Head of the Senior School. Documented cases of bullying will be recorded in the school's bullying log.



Section 4: Staffing and Resources

All teachers and support staff	Remaining vigilant to signs of bullying and understanding the policies and procedures outlined in this policy document.
Designated Anti-Bullying Lead (Head of City Centre)	Responsible for ensuring that all staff understand policies and procedures for anti-bullying across the whole school. The nominated person works with the Deputy Heads/Assistant Head, Pastoral at all three schools to ensure that there is full understanding of policies and procedures.
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School Counsellor	Similarly the School Counsellor is in a unique position to help deal with anti-bullying.
EAL Lead and team	May provide support for pupils who find it difficult to express themselves clearly.



Section 5: Linked Policies

1. 201 Safeguarding Child Protection Policy
2. 202 Safeguarding Behaviour for Learning (Rewards and Sanctions) Policy
3. 209 Safeguarding Digital Safety and Acceptable Use of Technology Policy
4. 210 Safeguarding Trips and Visits Policy
5. 204 Safeguarding Evacuation, Extreme Weather and Critical Incident Policy



Monitoring and Review

This policy will be reviewed by **Head of City Centre School** in **September 2019**.

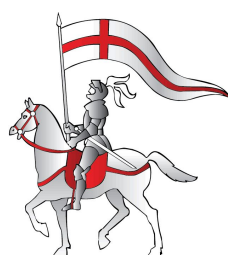
Approved by

The **Principal** on behalf of the school

The **Chair** on behalf of the Board of Governors

Change History Record

Version Number	Description of Change	Author(s)	Date of Issue



ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL