

## 1. Introduction

- 1.1 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.
- 1.2 St George's Vision, Mission and Values, the Respect Charter (Senior School), Golden Rules (Junior Schools) and the IB Learner Profile stress 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.
- 1.3 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.

## 2. Terms

- 2.1 The school defines bullying as any behaviour which:
  - is deliberately intended to hurt, intimidate, harm or exclude
  - is a repeated pattern of behaviour
- 2.2 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 4 main types of bullying.
- 2.3 **Verbal:** Name-calling, persistent teasing, mocking, taunting and threats.
- 2.4 **Physical:** Any form of physical violence, intimidating behaviour, theft or the intentional damage of possessions. This includes hitting, kicking and pushing.
- 2.5 **Emotional:** Excluding, tormenting, ridiculing, humiliation, setting people up and spreading rumours.
- 2.6 **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.
- 2.7 **Racist:** Showing discrimination and or prejudice against people of other races or nationalities
- 2.8 **Sexual:** Unwanted physical contact of a sexual nature and or sexually suggestive and abusive comments
- 2.9 **Homophobic:** Negative behaviour and comments based on a persons sexual preference
- 2.10 **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.

## 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.

#### 4. 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.

#### 5. Who are the bullied and bullies?

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

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
- Physically smaller
- Have a disability
- Quiet and/or shy
- Doing well at school

#### 6. Roles and Responsibilities

6.1 All stakeholders need to be aware of this policy and other relevant policies – namely **Child Protection and Safeguarding Policy, Behaviour for Learning Policy, and eSafety Policy**. All of these policies are published on the school's website and hard copies placed in all 3 staffrooms. At the first staff meeting of each year it is made clear to all staff where they can access these policies.

6.2 **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 Educational Visits Policy**.)

##### 6.3 Key Staff.

6.3.1 **PSG Designated Anti-Bullying Member** (Michael Barber) – is 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.

6.3.2 **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.

- 6.3.3 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.
- 6.3.4 School Counsellor** – similarly the School Counsellor is in a unique position to help deal with anti-bullying.
- 6.3.5 EAL Lead and team** – may provide support for pupils who find it difficult to express themselves clearly.
- 6.4 Understanding of Policies and Procedures** – 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.
- 6.5 Home-School Agreement** – the responsibilities for the school, parents and pupils are written in the Home-School Agreement. This agreement is given to every family and signed.

## 7. Sanctions and Monitoring

- 7.1 Reporting** – all incidents of bullying should be recorded by the appropriate staff member in SIMs.
- 7.2 Sanctions** – Sanctions should be consistent with the school's Behaviour for Learning Policy. If the member of staff is unsure about what sanction to give then they should refer to the Phase Coordinator in the Junior Schools and Head of Year in the Senior School.
- 7.3 Serious Incident** – if the member of staff, in consultation with either the Phase coordinator or Head of Year, feels that the incident is too severe for them to deal with then they should refer immediately to a Senior colleague (Deputy Head in the Junior Schools and Assistant Head, Pastoral in the Senior School).
- 7.4 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 PSG or Child Protection Officer then this must be done immediately. The decision-making is then the responsibility of the member of the PSG that the incident has been reported to.
- 7.5 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.
- 7.6 Recording Procedure (inc involvement of parent/carer).** It is the responsibility of the member of staff dealing with the bullying to ensure that the incident is recorded in SIMs. This should include contact with parents/carers of all students involved.  
**The relevant Deputy-Head/Assistant Head, pastoral must be informed.**  
Procedure for reporting in SIMs see Appendix 1

## 8. Prevention and Intervention

The key to effective Anti-Bullying is robust prevention and intervention.

- 8.1** 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.)

8.2 **Education is key** – the school does this in a number of ways.

- Every Junior School classroom has a display of the Golden Rules and every Senior Classroom the Respect Charter and IB Learner Profile.
- 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.

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.

8.3 **Student Voice** – Through the Student Councils in all three schools.

8.4 Mentoring – mentoring of younger pupils by older pupils

8.5 Duty. The school must have 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, Curriculum (Senior School) to ensure that a rota is in place and staff are clear about responsibilities.

8.6 The School Counsellor does valuable work with individuals and with groups about coping with a variety of problems including bullying.

## 9. Review and Staff Development

9.1 The Anti-Bullying policy is reviewed by the PSG designate and the Deputy-Heads/Assistant Head, Pastoral in their annual meeting. The PSG designate is responsible for updating when necessary. Any changes are sent to the PSG for ratification.

9.2 The Principal, on the advice of the PSG designate signs the Anti-Bullying policy at the beginning of each academic year.

9.3 Deputy-Heads/Assistant Head, Pastoral are responsible for a termly check on reporting of bullying in SIMs. A report is then sent to PSG Designate who then reports to PSG.

9.4 Staff development and any training needs are agreed between the PSG Designate and the Deputy-Heads/Assistant Head Pastoral at their annual meeting.

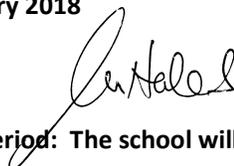
9.5 Deputy-Heads in the Junior Schools and Assistant Head, Pastoral in the Senior School are responsible for ensuring that all staff in their respective schools are aware of the Anti-Bullying Policy and Procedures.

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**Authorised by: Principal's Strategy Group**

**Date: 1<sup>st</sup> January 2018**

**Signature:**



**Next review period: The school will review annually**