



St George's C of E School

Anti-Bullying and Anti-Harassment Policy

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Why is it Important to Respond to Bullying?

Bullying is defined as "A systematic and extended victimisation of a person or group, by another or group of others."

Our School Council define bullying as 'a person or group of people constantly hurting your body or your feelings'.

Harassment is a form of bullying where the intention of the unwelcome act is to cause insult or injury for specific reasons connected to the recipients' identity.

Bullying occurs in children/adults from all backgrounds, cultures, races, sexes from the Nursery to Secondary school to adulthood. Peer on peer abuse will not be tolerated in any form. The signs and indicators of this form of abuse are part of annual safeguarding training and kept monitored through weekly briefing meetings where whole school approaches are shared.

At St George's School we regard bullying as serious and always take firm action against it. We aim to encourage the children to work against it and to report any incidents of bullying or harassment.

We understand that cases of bullying or harassment are extremely damaging, hurtful and disruptive and are not conducive to effective learning.

What does Bullying/Harassment look like?

Bullying can be:

- Emotional
- Physical
- Racist
- Sexual
- Verbal

Incidents of bullying/harassment can include:

- name calling, taunts, jokes, insults, teasing, sarcasm
- malicious gossip
- repeated, unfounded trivial complaints
- written harassment, letters, graffiti on walls, books etc.
- pushing, kicking, hitting, punching or any use of violence
- damaging or stealing property
- coercion into acts they do not wish to do
- violence and assault
- pinching/kicking
- jostling

- racial taunts,
- intimidation
- threatening gestures
- extortion
- ostracising/excluding
- damaging school work
- refusing to cooperate or work with other pupils
- pestering, spying, following
- unwanted physical contact or sexually abusive comments

Signs of distress

Children who are being bullied may show several signs of distress. All staff must be vigilant and alert to significant behaviour changes and signs of distress in children like:

- withdrawn
- deterioration of work
- spurious illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/anxiety/fear
- late arrivals
- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- begins truanting
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedures for dealing with incidents of bullying

1. It is our duty to intervene if we observe any incident of bullying, whatever the intensity, in or outside the classroom. Tackling minor incidents will reduce the occurrence of more serious bullying. Minor incidents can be just 'looks' or 'whispers'.

2. The priority is to give protection to the recipient and to give them support. (Avoid the victim label). If possible it is best to remove them from the scene. The recipients need to have their self-esteem raised and their sense of self value restored.
3. Staff must make it clear to bullies that their behaviour is totally unacceptable. This must be done in a calm forceful manner ie. Avoid bullying the bully.
4. Staff should make it clear to onlookers that bullying will not be tolerated in the school and that their responsibility should have been to go and report what they had witnessed.
5. All incidents, however trivial, should be reported to class teachers.
6. Class teachers should record all incidents.
7. When a serious incident occurs (or when there have been repeated minor incidents) the Headteacher should be informed.
8. The Headteacher /Assistant Headteacher will contact parents to report action taken and gain their support and to reinforce action taken.
9. Repeated incidents of bullying may result in exclusion.

Strategies for reducing incidents of bullying

First and foremost our role in school must be to do all that is possible to encourage the caring and nurturing side of children. The staff must be role models at all times positively encouraging caring and actively discouraging and challenging bullying.

We must use behaviour management strategies and teaching methods which are firm but seen by pupils to be fair and consistent and exemplify respect for each other.

We must have clear ground rules for class behaviour which children are reminded of frequently. The rules should be clearly displayed in each classroom.

We must ensure Christian values and the values which underpin equal opportunities and anti-bullying are reflected within the curriculum and in the classroom environment. We must look to promote cooperation and collaboration in the classroom and around the school.

We must reward non-aggressive behaviour. We must watch out for loners and try to involve them with other pupils. We must stress to children the importance of reporting all incidents. We must also stress that watching bullying and doing nothing about it, is in fact supporting bullying.

We must help children to see the other point of view, how would you feel if...? Make them aware of including everyone and of how people may feel if they are new or shy. We must stress to parents the

unacceptability of bullying, which includes the 'no hitting back' attitude. Children can be referred to the learning mentor to help them understand feelings.

Using the curriculum

The school's curriculum can be a positive way of influencing pupils' views about bullying, and of examining their preconceptions of what kind of children become bullies and who is likely to be bullied. It can also help explore strategies for children to deal with bullies. The topic of bullying is part of St George's planned PSHE programme, however, many other areas of the curriculum offer the opportunity to combat bullying.

Eg. literature, stories and poems, drama, role play, maths (eg. playground survey) art, poster making, RE, design technology. We raise awareness about bullying through the annual Anti - Bullying Week programme, held in November. School Council will take a leading role in activities going on during this awareness week. This policy is part of the school's behaviour management strategy and is reviewed annually by staff and governors and children.

This policy links to our Anti -Cyberbullying policy as well as our Equalities policy.

Bullying incidents are reported to the Local Authority on a termly basis.

Reviewed Annually