

**ST GEORGE'S C E FIRST SCHOOL  
ANTI-BULLYING POLICY**



**Co-ordinator: Mrs C Redfern**  
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**OUR SCHOOL VISION AND AIMS**

**St. George's CE First School  
An inclusive Church of England school,  
creating ambition and inspiring success by:**

1. Nurturing confident, healthy, responsible citizens who are enabled to realise their potential by taking ownership of their learning through an exciting and relevant curriculum.
2. Learning to live happily together, guided by the Christian values of respect, responsibility, compassion, honesty and forgiveness.
3. Embracing and celebrating the diversity of our school, valuing our family and community partnerships.
4. Promoting lifelong learning opportunities that extend beyond the school and the school day.

The staff and governors of St George's C.E. First School find bullying behaviour totally unacceptable and are determined to do everything possible to discourage this type of behaviour.

**Aims of our policy:**

- To reinforce the positive attitude to behaviour as outlined in the school's Behaviour Policy;
- To promote Christian values in all our relationships with others. With regard to getting on with others we particularly focus on the values of friendship; respect; responsibility; forgiveness and tolerance.
- To promote the British values of democracy; the rule of law; individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- To further encourage the development of self esteem in a non-threatening and safe environment. Children must feel that they can talk to staff about the problems they face and be taken seriously.
- To provide a safe, non-threatening and enjoyable environment in which the children can develop;
- To maintain the good working environment for all staff and children at the school.

**What is bullying?**

There are many definitions of bullying but most have three things in common:

- it is deliberately hurtful behaviour;
- it is often repeated over a period of time;
- it is difficult for those being bullied to defend themselves.

Bullying can take many forms but the three main types are:

- physical - hitting, kicking, taking belongings;
- verbal - name-calling, insulting, racist remarks;
- indirect - spreading nasty stories about someone, excluding someone from social groups.

This policy covers a range of bullying, including homophobic, race-related, gender-based, faith-based, disability-based and cyberbullying.

## **Combating bullying**

Staff lead by example in modelling behaviour and promote a restorative ethos and culture to support the development of social and emotional skills. Anti-bullying messages are embedded throughout the curriculum, particularly through PSHE, SEAL themes, Circle Time, School/Class Council meetings, Circle of Friends/Socially Speaking/ Nurture Group intervention programmes and Collective Worship.

It is important to recognise the relationship between discipline and bullying. All staff in the school must adhere to the agreed Behaviour Policy for the school. Our aim is to ensure children feel that each situation is dealt with fairly.

Staff must take every opportunity to praise good behaviour and to discourage bullying behaviour. The close working relationship between all staff in the school must be fostered, including that between the Lunchtime Supervisor and the class teacher. Staff should encourage parent helpers, volunteer helpers, students etc. to work within the behaviour policy and ethos of the school.

Any instances of bullying behaviour must be dealt with using a consistent approach. Initially class teachers should deal with children found to be involved in bullying in the class situation. Persistent or serious incidents should be reported to the Headteacher or Deputy Headteacher. It is important that concerns are discussed at team meetings so that all members of the team are aware of the problem. Staff may also raise incidents of bullying at staff meetings.

The school is actively working towards achieving a happy playground environment for all children by the further development of the school grounds and the greater involvement of lunchtime play leaders in play activities.

## **Strategies**

Children must be made aware that bullying behaviour is unacceptable. If bullying takes place, the bully must be made aware of the consequences of his/her actions and the hurt caused. It is usually appropriate for the child to apologise to the victim.

We must try to promote a feeling of fairness in our dealings with situations. We would seek to support any child involved in bullying.

Persistent bullies must, however, be punished. The withdrawal of privileges is often very effective (see 'Sanctions'- Behaviour Policy).

Incidents of bullying should be noted, particularly if they form a persistent pattern. Persistent bullies or serious incidents must be reported to the Headteacher.

The involvement of parents at an early stage is important and parents will be invited into school to discuss a child who is persistently involved in bullying either as victim or perpetrator. As in all areas, a partnership between parents and teachers is vitally important and it may be appropriate to involve the child in such discussions.

If the bullying by one pupil continues, the separate instances must be recorded and a more detailed record kept by the Headteacher. This may include:

- who was involved
- where and when it happened
- what action was taken
- how was it followed up

The model of the line management of pupil behaviour in operation at St George's is detailed in the Behaviour Policy.

If the bullying behaviour continues it may be necessary to inform Governors and, if the situation is serious enough, to exclude the pupil.

### **Dealing with a Bullying Incident** **at St Georges C E First School**

#### **Our Aim Following a Bullying Incident**

The aim is not to rescue the victim or punish the bully, but to help them both to gain insight into their behaviour and to consider ways of avoiding or resolving the difficulties they are experiencing and / or presenting.

The behaviour patterns of victims and bullies have often been established as a consequence of the values and experiences they bring to school, so we need to offer support which is informed by the individual's needs.

#### **Key Action Following a Report of a Bullying Incident**

- 1. Begin to complete the Bullying Incident Record (see Appendix 1), to be kept in Bullying File, Head's office**

Do this as soon as the incident is reported.

- 2. Discuss the incident with those involved**

Support the victim by:

- Ensuring that he or she feels listened to
- Assuring them that all incidents of bullying are taken seriously
- Reassuring them by explaining how:
  - he or she will be supported
  - the incident will be dealt with.

Ideally the victim should be supported by the member of staff in whom he or she has confided. The disclosure will usually have occurred as a result of the victim identifying someone who cares or can help, you should respond to this trust and confidence.

Ensure the bully is dealt with fairly by:

- Describing the reasons for your meetings with the bully (at the same time, do protect the victim and the identity of any witnesses).
- Remaining calm and non-judgemental in order to ensure the bully feels that he or she is listened to.
- Assuring the bully that all incidents of bullying are taken seriously and that, regardless of the reasons, the school disapproves of all acts of bullying.

- Explaining how:
  - he / she will be supported
  - the incident will be dealt with

Attempt to help both the bully and the victim to:

- see the situation from another perspective
- explore the causes and effects of the incident
- identify how the situation could have been avoided or resolved (i.e. how to be assertive rather than aggressive or submissive)
- how they can resolve the present conflict.

### **3. Consider seeing both the bully and victim together for a mediation session**

At this meeting do the following:

- Remain calm and non-judgemental when they talk through their understanding of the problem.
- Listen more than you speak. Don't assume that you know how they feel or anticipate what they want to say. They are more likely to reflect on their behaviour if they feel they are being listened to rather than spoken at.
- Paraphrase what has been said. It's how they perceive the situation which is important, not how you perceive it.
- Encourage them, through your questions, to reflect on their behaviour and the factors which may have influenced the behaviour of others. When appropriate, encourage empathy.
- Encourage them to identify how they can resolve current difficulties and avoid the problems from recurring.

#### **Explain that the Bullying Incident Record will record:**

- The details of the incidents
- Their future conduct, as identified and agreed by all parties in the meeting.
- The monitoring agreements for ensuring that the problems don't happen again.
- The further actions that will be taken if the problems do occur again.
- The date when these arrangements will be reviewed (usually after two weeks).

The advantage of the Bullying Incident Record is that it helps the school to:

- Set clear and consistent procedures for dealing with incidents of bullying.
- Monitor the progress of individuals.
- Monitor and review its Anti-Bullying Policy.
- Make sure that everyone directly concerned with the victim's welfare is made aware of what has happened and how it is to be addressed.
- Decide at this stage what, if any sanctions are appropriate.

### **4. Hold a review meeting after about two weeks**

Repeat the initial procedures (i.e. interview those involved individually before you all meet up). This is less threatening for both parties and is more likely to result in a frank and open discussion.

- **If no further incidents are reported**

If the matter is successfully resolved by the time the review occurs, put copies of the Bullying Incident Record in the files of both the bully and the victim.

- **If there is evidence of further bullying or provocation**

Arrange to meet with the parents / carers of those involved to discuss the nature and level of the support the setting intends to make and identify how they might help you to meet the individuals' needs. You can then agree on and implement appropriate sanctions and support strategies. When you call in parents / carers make sure you are well prepared with records of concerns and actions taken to support the individuals and that you can identify constructive options to resolve the problems successfully.

## **5. Meet the parents / carers**

Make sure that the parents or carers are:

- Aware of your concerns.
- Aware of our Anti-Bullying Policy and the rationale behind it.
- Encouraged to support their children in modifying their behaviour in a way which is consistent with the school's approach.

6. Once the incident has been successfully resolved, unless there is a further occurrence of bullying, don't refer back to it.

### Appendix 1

Bullying Incident Record, Bullying File

### **Links**

This guidance should link specifically to the school's Behaviour, Internet Access, Racial Discrimination, Racial Harassment, Equal Opportunities, Safeguarding Children and Equality Diversity Policies.