



'Let all that you do be done in Love' 1 Corinthians 16:14

The example of Jesus Christ and the Good news that He brings inspire St George's to be a place of hope and a caring and inclusive community in which we all

Love to learn and Learn to Love.



## St George's CE Primary and Nursery School

### Anti-Bullying Policy

<u>Date agreed:</u>	September 2022
<u>Review Date:</u>	September 2023

Our discipline is based on a positive approach and an acknowledgement of the rights and responsibilities of everyone in the school community. The Christian ethos of the school is based on the principle of love and fairness and the Golden Rule for all of us "Do unto others as you would have them do to you" (Matthew Chapter 7 verse 12) and our vision of "Let all that you do be done in Love." 1 Corinthians 16 verse 14.

All our children have a right to feel safe and happy in school. Peer on Peer abuse involves other types of abuse between children, alongside bullying, and is unacceptable.

Pupils' understanding may mean that they sometimes confuse bullying with fighting or falling out with their friends. Although we do not tolerate any unkind actions or remarks, it is not always bullying if two pupils fight or quarrel.

Bullying is deliberately hurtful behaviour that is repeated often over a period of time by a child or a group of children and is difficult for the children concerned to defend themselves.

The Anti-Bullying Alliance define bullying as "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 online."

Child on Child abuse could be:

- Physical – hitting, kicking, punching, taking someone's belongings or any action which causes physical harm.
- Emotional- threats and intimidation.
- Verbal – name calling, insults and offensive remarks around race, gender, disability or sexual orientation.
- Inappropriate behaviour of a sexual nature.
- Indirect – spreading nasty stories about someone, excluding someone from social groups and cyber bullying. The increased use of technology has heightened the risk of children being victims and perpetrators.

### **Not sure if it's bullying? Is it .....**

- ✓ Face to face, using the Internet, mobile phones or other digital technology
- ✓ More than once
- ✓ On purpose
- ✓ Hurtful
- ✓ Making the victim feel helpless
- ✓ Violence, hurtful words, ganging up

Children are encouraged to report all incidents of bullying to an adult. Reports will be followed up by the class teacher and the Headteacher or Deputy Headteacher and recorded on SIMS. The Headteacher will report incidents of bullying to the Governing Board.

- Support will be given to children who are bullied.
- All children involved in the bullying will be interviewed separately and their versions listened to.
- Anyone who may have witnessed the bullying will be spoken to.
- Sanctions outlined in the Behaviour Policy will be considered.
- Children responsible for bullying will be monitored.
- When bullying has occurred, parents of all children involved will be contacted.
- Extreme cases may lead to fixed term exclusion.

### **POSITIVE MEASURES USED TO COMBAT BULLYING AND UNACCEPTABLE BEHAVIOUR IN SCHOOL**

- Clear rules established with all children as part of the Behaviour Policy.
- Clear set of core Christian Values which are explored regularly through Collective Worship and used as part of daily life in school.
- Good staff/pupil relationships – developing trust between children and adults in school.
- Use of Learning Partners.
- Recognition and reward for good behaviour.
- Zones of Regulation as a tool throughout school to help children understand their own and other's emotions and to learn to regulate these emotions through increased emotional vocabulary and self-awareness.
- Use of Learning Mentor and circle time to encourage children to talk about how they feel.
- Teaching of friendships skills, assertiveness and social skills in small groups.
- Increased awareness of mental health and the Five Ways to Wellbeing.
- Increased extracurricular opportunities – to develop confidence and self-esteem.

- Improved adult presence on the playground at break and lunch times using Teaching Assistants alongside Midday Assistants.
- Playground equipment and games provided to give children a focus for their play.
- Staggered lunchtimes – meaning fewer children on the playground at the same time.
- Training given to all staff including Midday Assistants on dealing with children’s concerns.
- Lunchtime staff involved in recognising and rewarding good behaviour and Values in action using praise and Green Certificates.
- Play leaders– Older children trained as Play leaders on the playground – supporting children in playing well together.
- Groups established in school to allow for ‘pupil voice’ and for opportunities to be more involved in school life; Ethos Group, Eco Committee, News team, Junior Leadership team.
- Regular focus on bullying – recognition and prevention through Relationships and Health Education and Values work. Anti-Bullying Week in November is part of the school year with input from Ethos Group.
- Focus on the power of kindness and building empathy.