

St George's School Windsor Castle

Anti-Bullying Policy



Policy Statement

St George's School regards bullying as a most unpleasant aspect of life in any society and undertakes to prevent it in the School community. This aim is clearly declared to staff, pupils and parents in accordance with the DCSF guidance: *Safe to Learn: Embedding Anti-Bullying Work in Schools, Preventing and Tackling Bullying (Oct 2014)*. We recognise the requirement for an anti-bullying policy as set out in *The Independent School Standards Regulations 2016*.

The Policy covers all parts of the School, including the Early Years Foundation Stage.

Aims and Objectives

- To demonstrate that the school takes bullying seriously and it will not be tolerated;
- To take measures to prevent all forms of bullying in the school and on off-site activities including cyber-bullying;
- To support everyone in their attempts to identify the bully and protect those who might be bullied;
- To demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying;
- To promote an environment where it is not an offence to tell someone about bullying;
- To raise awareness of staff through training.

Definition of Bullying, and its Effect

Bullying, including racial, religious, cultural, sexual/sexist, homophobic, special educational needs and disability bullying and cyber-bullying (via social websites, mobile phones, text messages, photographs and emails) is the wilful, conscious desire to hurt, threaten or frighten someone (Equality Act 2010). It can take a number of forms: physical, emotional or verbal, obvious or subtle and can take place over an extended period of time. Bullying means **repeated** problems with:

- any physical violence, e.g. kicking or punching;
- name calling, spreading rumours, hurtful teasing;
- excluding anyone from any activity or group work;
- ignoring or not talking to someone;
- laughing at someone;
- taking or damaging someone's property;
- cyber-bullying, for example: sending unpleasant e-mails and/or text messages, and inappropriate use of social networking sites, gaming, web-cams, etc, or impersonating someone else (refer to Computing Curriculum Overviews);
- attacks or abuse because of religion, gender, sexuality, disability, appearance, ethnicity or racial origin.

Children who are bullied may:

- be unwilling to go to school;
- begin to do poorly in school work;
- become withdrawn and distressed;
- have nightmares or cry themselves to sleep;
- lose their possessions mysteriously;
- refuse to say what is wrong;
- give excuses explaining any of these things;
- show aggressive behaviour;
- lose their appetite.

Bullying can cause its victim anything from short-term unhappiness and anxiety to psychological damage. In extreme cases bullying has been linked directly to suicide. Whilst bullying is not in itself a criminal offence, there are criminal laws which relate to harassment and threatening behaviour.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Why do we have an Anti-Bullying Policy?

National studies show that bullying occurs more than everyone might think. The aim of the Anti-Bullying Policy is to safeguard and promote the welfare of children. Bullying affects everyone, not just the bullies and their victims. It also affects those children who watch, and who can get drawn in by group pressure. If children are part of a group that makes anybody feel ashamed, unhappy or afraid, they are involved in bullying. Bystanders have a responsibility to report bullying.

Bullying is not tolerated at St George's

To counteract bullying behaviours, we promote a safe environment in which the children are encouraged to discuss their feelings openly, without fear of judgment. We endeavour to give the children the skills to identify and deal with their worries. Through PSHE, Drama, literature, assemblies and tutor/tutee meetings, we educate the children about their rights and responsibilities as members of the school community.

Our Anti-Bullying Leaflet is issued to all pupils annually and tells pupils what bullying is and what they should do if they are being bullied or if they see bullying. The leaflet tells them who they could talk to whether they are a day pupil or a boarder. It also outlines the procedures that will be followed by school in the event of bullying. Please read this policy in conjunction with the Behaviour Policy. Please see the PSHE Policy to see how we aim to prevent bullying in the first place.

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents

occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Procedures for dealing with incidents involving bullying

When concerns are raised the school will investigate through observation and talking to the pupils and staff involved. Based on this information the school will decide whether the following procedure is put into place.

Bullying is dealt with on a progressive scale starting at whatever level staff, who are confronted by an issue, deem necessary or appropriate. It is therefore important that all staff understand the progressive scale. In the Lower School the Class Teacher and Assistant Head Lower School will deal with matters to stage 2 at which point the Head will become involved. In the Upper School the Assistant Head Pastoral or Deputy Head will support and or lead this procedure up to stage 2 and will be fully involved at all stages thereafter.

	Bullying	Action
1.	Low level verbal, physical or emotional	<ul style="list-style-type: none"> • Staff to talk problem through with pupils • Separate as appropriate • Discuss with Class Teacher/Form Tutor
2.	Stronger verbal, physical or emotional or more persistent low level All incidents involving cyber bullying start at Level 2	<ul style="list-style-type: none"> • Staff to talk to pupils and separate • Report to Deputy Head or Assistant Head Pastoral • All staff to be informed • Incident and outcomes sheet completed • Parents informed • Form Tutor / Assistant Head Pastoral to work with pupil
3.	Continued persistent bullying behaviour or violent physical attack	<ul style="list-style-type: none"> • Staff take pupils to Head or Deputy Head • Investigation of incident in full • Parents informed of internal suspension • Victim and perpetrator to discuss behaviour with Assistant Head Pastoral / Deputy Head monitoring as required
4.	Repeated incidents	<ul style="list-style-type: none"> • Deputy Head to investigate, discuss with parent and consider suspension • Chairman of Governors informed
5.	Bullying behaviour continues and perpetrator appears unrepentant	<ul style="list-style-type: none"> • Head to discuss with Deputy Head / Assistant Head (Pastoral) • Second suspension (longer) – consider permanent exclusion • Removal from school after discussion with Chairman of

		Governors
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It is important to ensure that openness and a no blame culture is fostered. Parents, pupils and staff must be encouraged to report incidents, however small or large they feel they are, confident that the school will respond appropriately and immediately - neither overreacting nor ignoring. It is this response that is vital in securing openness and fostering a caring, safe and secure environment.

If anyone is unhappy with the action taken by the school, they must follow the formal Complaints Procedure. Any discussion with pupils/ parents/ staff must be recorded and filed.

How parents may help

If your child tells you about bullying, talk with them about ways in which together you can tell the school how they are feeling and what has happened. At school we do not tolerate bullying. We will listen to them and do everything we can to remedy the situation.

Boarders will be told how important it is to tell a member of staff (Boarding or otherwise) if they are experiencing any problems at all.

The first and most important step is to listen. Allow them to tell their story in their own words. Don't respond by dismissing their experience as part of 'growing up'.

If your child refuses to talk to you, suggest that they talk to another adult, they feel comfortable with. Before they speak to their parents or teachers about being bullied, some children may phone *Childline*.

If you suspect your child is being bullied or is feeling unhappy about something, please contact the Form Teacher/Tutor or the Assistant Head Pastoral and do encourage your child to do likewise. It is important to 'tell' and talk about the problem.

WHAT THE SCHOOL WILL DO

At school we believe that prevention is better than intervention. We will use appropriate methods for helping children to prevent bullying. At the beginning of each term, the children discuss, 'What is a worry?' and they are reminded of the purpose of the Pastoral Office. In addition, all children are issued with a leaflet that gives them advice on all aspects of bullying. We are committed to teaching various strategies for developing positive relationships and respect for others through personal, social and health education across the curriculum.

We all need to be active and work together to make school life happy and secure for everyone. The aim of the policy is to help us towards this goal.

All incidents of bullying will be logged and the outcomes will be recorded on the Pupil's Daybook.

If you have any questions, concerns or queries about the Anti-Bullying Policy or bullying in general, please contact:

The Head Master
The Deputy Head
The Assistant Head (Pastoral)
The Assistant Head (Lower School)

Revised: 7th September 2016
Next review: Sept 2017