



# Anti-Bullying Policy

**Approved by:** PWG **Date:** 4<sup>th</sup> May 2021

**Last reviewed on:** April 2020

**Next review due by:** May 2023

**SLT Lead:** Marie Cordeiro

**Signed:** *Marie Cordeiro*

## **1.0 Introduction**

- 1.1 St George Catholic College is in the Trusteeship of the Roman Catholic Diocese of Portsmouth and maintained by Southampton City Council Local Authority. Our school leaders and governors are entrusted by the Bishop with the ministry of school leadership and will always act in recognition of the love of Christ for all members of our College community and one another.
- 1.2 We share a vocation for the common good in our world and we are committed to working together as a family. All of our policies and procedures are formed to enable all members of our St George family to be safe and cherished, feel happy and fulfilled and be treated fairly in a positive environment founded on mutual respect and shared values. This policy is part of the foundation that enables everyone to **aspire to be all that God has created us to be.**

## **2.0 Aim**

- 2.1. To create a positive learning environment based on mutual respect both in the classroom and around the college.

## **3.0 Principles**

- 3.1 At St. George, we believe:
- 3.1.1 That we are all made in God's image and are entitled to opportunities to make good progress in learning
  - 3.1.2 Every student and adult has a right to come to school and be safe from unkindness, threats and violence
  - 3.1.3 People who bully need to be stopped and made to understand that their behaviour is unacceptable
  - 3.1.4 People who are bullied need to know how and where to report it , that they will be supported and that steps will be taken to stop the bullying and address the issues going forward
  - 3.1.5 We can only help if people are willing to talk to us about bullying
  - 3.1.6 The College will carry out a survey on bullying and prejudicial language and behaviour annually
- 3.2 As a college, we are committed to not only dealing with bullying, but to do all that we can to prevent it happening in the first place. We seek to build self-esteem in students and to develop tolerance and respect for others. We use curriculum time during PSHE lessons, RE Lessons, form tutorial time, assemblies and subject areas, as appropriate, to explore issues around bullying and consider other people's points of view and help our students learn how to manage their relationships with others.
- 3.3 The Trinity Centre and student support offer reparation and small group work for victims and bullies as do Progress Leaders and members of SLT.

## 4.0 What Is Bullying?

4.1 Bullying involves any **repeated** action on the part of one or more persons that the victim in question finds extremely hurtful and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

4.2 Bullying can take many forms including:

- physical assault
- teasing
- making threats
- name calling
- cyber bullying

4.3 It should be noted that the above definition would, therefore, exclude one off events and could in some cases, perhaps, involve the so-called 'bully' or 'bullies' not realising the significance of their action.

4.4 However, prejudice-related incidents do not just impact on the individuals involved, but are an attack on someone as a representative of a community or group, which means that the impact of the incident is felt more widely, spreading fear and creating a hostile environment for other pupils and staff who share the same protected characteristic; for this reason a prejudice related incident could be considered to be bullying as it may well be that the individual concerned has experienced negative attitudes/behaviour previously in the wider school and community based on the prejudice.

4.5 Bullying can take different forms and can be blatant or exceptionally subtle.

4.6 Bullying can be:

4.6.1 **Emotional:** being excluded, tormented (e.g. hiding books, threatening gestures)

4.6.2 **Physical:** pushing, kicking, hitting, punching or any use of aggression and intimidation

4.6.3 **Racial:** racial taunts, use of racial symbols, graffiti, gestures

4.6.4 **Sexual:** unwanted physical contact, sexually abusive comments including homophobic comments and graffiti.

4.6.5 **Verbal:** name-calling, spreading rumours, teasing, insulting families

4.6.6 **Cyber:** All areas of internet, such as email, chat room misuse. Mobile threats by text messaging & calls & picture taking. Misuse of associated technology, i.e. camera & video facilities

## 5.0 Guidelines

### 5.1 Why is it important to respond to Bullying?

5.1.1 Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated equally and with respect. Students who are bullying need to learn to empathise with their victims and may themselves need help and guidance in this area. The College has a responsibility to respond promptly and effectively to issues of bullying.

## **5.2 Support systems in the College**

- 5.2.1 Students should be encouraged to report all cases of bullying to: form tutors, prefects, Progress Leaders, Trinity or any other responsible adult in the College. They can send an email to the Pastoral Team using the stay safe email address which is [staysafe@stgcc.co.uk](mailto:staysafe@stgcc.co.uk) or students can complete a blue student vs student complaint form which are based in all student rooms and with all members of the pastoral team. Concerns of bullying or inappropriate behaviour witnessed by students on the bus or complaints from parents/carers should be reported to the Pastoral Team.
- 5.2.2 Investigations of bullying incidents are the responsibility of the Progress Leader, any member of staff who has an incident reported to them should refer it to the appropriate Progress Leader who will investigate the issue.
- 5.2.3 Some victims may only want to be supported from a distance or only require someone to listen and cannot be encouraged to report the incident to a member of staff.
- 5.2.4 The victim needs to be consulted as to what would help them before a course of action is decided.
- 5.2.5 Progress Leaders need to follow the procedures detailed below when investigating incidents of bullying. Every case will be different and the procedures will need to be tailored to suit the individual circumstances.
- 5.2.6 Investigation: written statements if appropriate, from the victim, the 'bully' or perpetrator and any third party witnesses who should be interviewed separately.
- 5.2.7 The incident will be recorded by staff. Copies of all correspondence and statements should be placed on file.
- 5.2.8 Counsel victim and perpetrator and contact parents/carers. Give support to all victims and perpetrators. Consider the public response to the incident.
- 5.2.9 An attempt will be made to help the perpetrators change their behaviour. Where vulnerable children are subject to bullying the Designated Safeguarding Lead (DSL) might be informed if deemed appropriate.

## **5.3 Procedures**

- 5.3.1 The individual incidents will be dealt with in accordance with the sanctions in the behaviour policy: Mobile phones may be confiscated by staff for evidence of intimidation and bullying and if necessary details passed onto the police.
- 5.3.2 Online Safety: Advice for Parents  
When cyber-bullying takes place offsite or out of school hours it is the responsibility of parents to inform the police, the IT organisation and IT regulators. If the school becomes aware of the cyber-bullying offsite involving St George students, the school will investigate and sanction as appropriate. Incidents that are in school will be dealt with in accordance with the sanctions in our Behaviour Policy. The school retains the responsibility for informing the police when it becomes aware that a criminal act may have been committed by a pupil in or out of school.

- 5.3.3 The school actively tries to limit all children's exposure to the risks from inappropriate content, harmful content, and educate pupils about online interaction and students conduct with issues such as online bullying or sending and receiving explicit images as examples. Therefore, the school has embedded Smoothwall into all its ICT infrastructure to filter and block any potential, harmful content or action and to help us detect any online risks becoming real life incidents in school. The school also has in place the Local Authority firewall as additional protection as well as a mobile phone policy which bans mobile phone in school.
- 5.3.4 Students attend lessons on e-safety through PSHE and ICT lessons
- 5.3.5 Please click on [www.internetmatters.org](http://www.internetmatters.org) or [www.parents/parentzone.org.uk](http://www.parents/parentzone.org.uk) for help and advice on how to keep your son/daughter safe online.
- 5.3.6 In serious cases, exclusion will be considered.
- 5.3.7 If possible, the students will be reconciled and given support.
- 5.3.8 After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. This is recorded on our internal bullying and discrimination log by the Pastoral Team. The Pastoral Team will monitor the victim for their emotional and physical wellbeing until both report there are no further issues. It will be reinforced to the students the process for reporting any bullying concerns in the future. The bully will be offered support for their underlying needs.
- 5.3.9 Support will be given to the victim.
- 5.3.10 Support will be given to the bully to help change their behaviour.

## **5.4 Prevention**

- 5.4.1 The curriculum includes PSHE, which focuses on the issue of bullying. Our assemblies on our College ASPIRE values further explore issues on bullying, especially the values of Respect and Relationship.

## **5.5 Guideline procedures for all staff to follow**

- 5.5.1 It is crucial that **all** staff accept the need to act to tackle bullying.

## **5.6 Prevention**

- 5.6.1 All staff will....

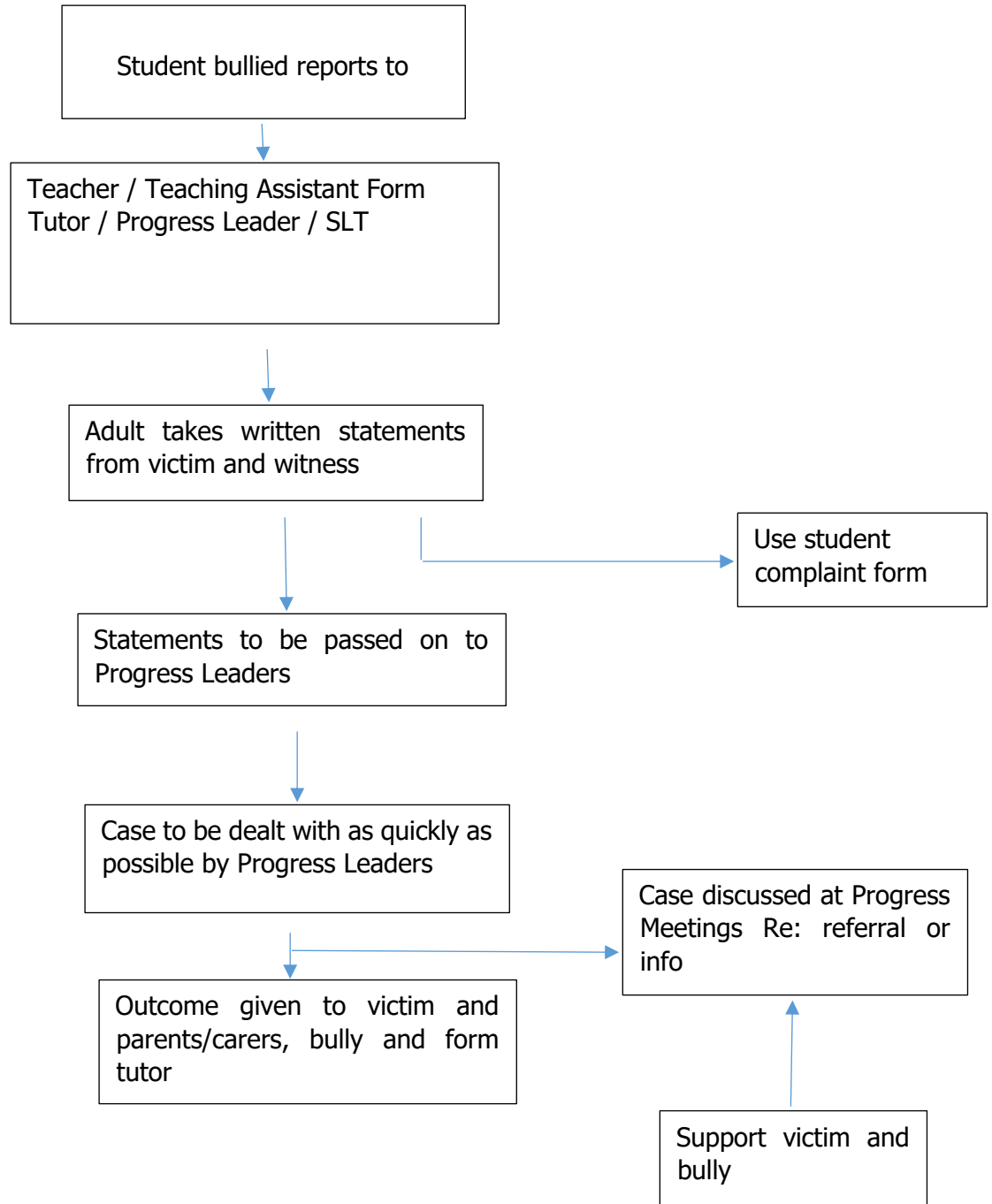
- 5.6.1.1 Watch for early signs of distress in students – deterioration of work, spurious illness, isolation, the desire to stay close to adults, erratic attendance, changes in behaviour, emotional disturbance.
- 5.6.1.2 Encourage students within tutor groups, using Circle Time, to break down the culture of secrecy and report incidents of bullying against others and themselves.

- 5.6.1.3 Encourage the use of the Pupil Complaint Form to be found in the Administration Office and in each classroom.
- 5.6.1.4 Be assertive in promoting the message that bullying is anti-social behaviour and is unacceptable under all circumstances.
- 5.6.1.5 Be aware of isolated individuals within either the tutor group or the teaching group.
- 5.6.1.6 Tell someone if you suspect bullying is taking place – the Form Tutor, Head of Department, Progress Leader or a Senior Manager.
- 5.6.1.7 Be aware of “hot-spots” i.e. areas within the College where bullying is more likely to take place.
- 5.6.1.8 Be aware of anti-social behaviour, especially on the corridors whilst pupils are moving.
- 5.6.1.9 Reward positive behaviour and good attitudes towards one another.
- 5.6.1.10 Will have regular training on up to date anti-bullying prevention.
- 5.6.1.11 Be aware of the protected characteristics under the Equality Act and the statutory duty on the school as defined in the Act to eliminate discrimination and prejudice and foster good relations between those who share a protected characteristic and those who do not.

# APPENDIX 1

## PROCEDURES

### FLOW CHART



## APPENDIX 2

### Student V Student Complaint

Please write down what your complaint is. What you write will be confidential.

Give the completed form to your tutor, so that we can deal with the problem.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

If you think this incident was based on one of the following protected characteristics; race, religion, sexual orientation, disability, sex, gender identity or pregnancy

Please tick this box

Progress Leader: Please tick when feedback given to student

Signed : .....

Date: .....

Action: .....

This form must go to the student's file.