

St George's School Windsor Castle Anti-Bullying Policy update



This Policy is a whole school policy including EYFS.

The school mission statement

To ignite inquiry, instil a passion for learning and foster our Christian values. Through inspirational teaching, children develop the mindset and skills to navigate life's opportunities and contribute to global society.

The School's values

Honesty | Courage | Kindness

Commitment to Equality, Diversity and Inclusion

Real World Ready means equipping young people with the mindset, attitude and courage to flourish in a truly global and interconnected world. Our students will have the opportunity to break down geographic and cultural borders like no generation before them, and therefore should grow up in a diverse environment. St George's celebrates diversity in every sense and we will not stand still in complacency as the world around us moves at pace. Students, families and staff members should be welcomed and treated with dignity, respect and love, no matter their own identity.

The International Baccalaureate develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect. We know that our young people will go on to shape the world, and a society that represents a diverse landscape. It is in the spirit of this mission that we believe it a moral imperative to ensure our students and members of the school community embrace the full diversity of life.

Our community is special because of this and our strong message to members of the community is to call out injustice.

Policy Statement

The school's stance on anti-bullying aims to ensure that all the students enjoy a safe and happy environment, free of bullying, that enables them to flourish.

St George's School regards bullying as unacceptable and undertakes proactive action to prevent it in the School community.

Our safeguarding procedures are in line with:

- Children Act 1989
- Keeping Children Safe in Education (KCSIE), September 2022

- Sexual violence and Sexual Harrassment Between Children in Schools and Colleges, September 2021
- National Minimum Standards for Boarding Schools, September 2022
- School Standards and Framework Act, 1998
- Equality Act, 2010
- Education (Independent School Standards, England) Regulations, 2014

Safeguarding statement

Where there is a Safeguarding concern, staff will need to follow the guidance set out in the Safeguarding policy.

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 Safeguarding team should report their concerns to the local authority children's social care. Even where safeguarding is not considered to be an issue, schools may, depending on the circumstances, need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Most bullying incidents will be dealt with by the school without involvement of external agencies.

1 Aims and Objectives

- We look to deal promptly and proportionately to instances of bullying behaviour.
- We ensure that everyone at St George's has an awareness of, and sensitivity to bullying and that appropriate measures are taken to support the victim and reform and support the perpetrator.
- We look out for all signs of bullying behaviour and take appropriate action to stop it.
- We understand for parents this can be an emotive and sensitive subject.
- We will challenge all forms of offensive or discriminatory language (eg homophobic and transphobic comments, sexist and sexual language, racist and faith targeted comments, disablist words). Staff are confident to be able to explain to students why their language is inappropriate. Alongside appropriate sanctions, there is also learning.
- To raise awareness for staff through training, and through our curriculum, namely PSHE, assemblies and form time, so students have awareness, understanding and know what to do if they witness bullying behaviour, or are at the receiving end of bullying behaviour. Within the RSE curriculum (part of PSHE), friendships are dealt with in terms of caring friendships, respect (including bullying and what to do) and online safety.
- All incidents are recorded on CPOMS, which allows us to monitor behaviour, and keep a check on patterns that may emerge.
- St George's operates within a culture of openness and dialogue.

This aim is clearly declared to staff, students and parents in accordance with the DCSF guidance: *Safe to Learn: Embedding Anti-Bullying Work in Schools, Preventing and Tackling Bullying (2017)*. We recognise the requirement for an anti-bullying policy as set out in *The Independent School Standards Regulations 2018*.

2 What is bullying?

Bullying is defined by the Anti-bullying Alliance as follows; *'Bullying is the repetitive, intentional hurting of one person or a group by another person or group, where the relationship involves an imbalance of power. It can happen face to face, or online.'*

Bullying behaviour involves the following four strands:

- intentional
- hurtful
- repetitive
- involves a power imbalance

Whilst bullying is defined as a repetitive action, this does not afford the school grounds not to take action in response to a single incident and to make an appropriate record. This will assist the school to spot patterns and to ensure the single incident does not become the first of a series.

Assessing these strands helps to differentiate between 'relational conflict' – where there is a 'falling out' between individuals – and when it tips the balance to bullying.

Bullying is a behaviour, not an identity. The school is mindful to label the behaviour and not the person. Seeing bullying as a behaviour shows the child it doesn't define them, though of course their behaviour needs addressing robustly.

We acknowledge that bullying happens, and the best way to tackle it is through a culture of talking and openness. Any hurtful behaviour should be quickly brought out in the open, discussed and dealt with. It is rarely one on one behaviour, and so it can take time to find out who else is involved and how other students can support the person on the receiving end, while making it clear to the person or people doing the bullying that it's not acceptable. Support will be needed for both the victim and the perpetrator, but also the other students involved as well; there is a need to recognise their roles within the bullying.

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).

Bullying behaviour can take a number of forms: physical, emotional or verbal, obvious or subtle that takes place over an extended period of time.

Bullying behaviour can take the form of: (this list is not exhaustive)

- 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 emails and/or text messages, and inappropriate use of social networking sites, gaming, web-cams, etc, or impersonating someone else
- attacks or abuse relating to one of the 9 protected characteristics.

Bullying behaviour can be hard to identify as it is often hidden and subtle, which is why an open culture of talking and reporting is so important.

Three such behaviours to be aware of are **Banter**, **Baiting** and **False Friendships**. These may not always present as bullying, but can easily fall into the category, if left unchecked, or a student may unwittingly fall into a pattern of bullying behaviour.

Banter - banter between friends will be an exchange which is playful, friendly and may involve teasing on both sides. Banter is consensual, both parties understand the boundaries and enjoy the exchange. Hurtful comments, belittling, and unkindness is not banter, and repeated instances of this may start to tip into bullying behaviour.

Baiting - to 'bait' someone is to intentionally make a person angry, by saying or doing things to annoy them. Baiting is a provocative act used to gain an angry, aggressive, or emotional response from another individual. Baiting can be used in bullying both on and offline. It can be used to bully someone to get a reaction out of them. It can be a way to get a person to react in a negative way to get them into trouble. This can be sometimes seen with an older child being provoked by a younger child. An example also of the power balance not always being with the older child.

False Friends - false friendships can be hard to identify because the children involved may feel conflicted by a friend, who can become unkind on repeated occasions. Teaching children that friends are people you should enjoy spending time with, and although you may fall out from time to time, there shouldn't be constant unkindness or being made to feel unhappy. If this is the case, it may be that the friendship has a power imbalance and bullying relationship.

3 The effects of bullying

Children who are bullied may show the following signs:

- 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;
- refuse to say what is wrong;
- give excuses explaining any of these things;
- show aggressive behaviour;
- lose their appetite.
- have unexplained bruises and cuts
- choose the company of adults over other children

This is not an exhaustive list and any usual behaviour from a child should be looked into. Some children may display all of the signs or very few. Any change in a child's behaviour needs careful observation and the opportunity to speak with an adult they feel comfortable talking to.

Bullying can cause a range of consequences for a victim, from short-term unhappiness and anxiety to psychological damage. In extreme cases prolonged 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.

Bullying conflicts sharply with the school's policy on equal opportunities, as well as with its core values of honesty, kindness and courage, and the IB Learner Profile.

Bullying behaviour to and from school, can still fall under school policies. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport and school minibuses.

4 Procedures for dealing with incidents involving bullying behaviour

When concerns are raised, the school will immediately investigate through observation and talking to the students involved. Based on this information and referring to the *school's Behaviour, Support and Sanction Policy*, swift and appropriate action will then be taken. Due to the nature of an incident, it may be appropriate to follow a more bespoke 'case by case approach.

It is important to ensure that openness and a no blame culture is fostered. Parents, students and staff must be encouraged to report incidents, however small or large they feel they are, confident that the issue is responded to 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.

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. Boarders also have an independent listener they can speak to and her contact details are in the boarding house and boarding handbook

Unlike day students, boarders who are being bullied (off line) cannot escape their bullies for long periods of time as they are not going home as often, if the perpetrator is another boarder. House staff need to be aware of the potential issues and sensitivities around this, and may need to have systems in place to support students.

Who deals with bullying behaviour?

If the behaviour is relatively minor and apparently a 'one-off', the member of staff and the children's form tutor should deal with the case accordingly, making sure a relevant record is kept on CPOMS.

However, if it becomes clear that the behaviour is part of a pattern, he/ she should raise the problem with the other staff:

EYFS (Kindergarten and Reception)	EYFS Coordinator (Pastoral) and Head of Pre-Prep
Years 1-3	Head of Pre-Prep
Years 4-6	Years 4-6 Pastoral Lead and Head of Prep School
Years 7-8	Head of Prep School and Head of Senior Prep

If the incident is serious (e.g. physical harassment, intimidation, incidents of racism, homophobia etc), it should be brought to the attention of the Head of Pre-Prep (Kindergarten - Year 3) or Head of Prep School (Years 4-8) immediately.

The Head of Safeguarding and Mental Health will be kept informed.

If the incident is sufficiently serious, the Head will be informed and involved. All incidents, events or patterns of behaviour that cause concern are recorded on CPOMS, which alerts relevant staff.

Parents of all children involved (victim and perpetrator) are informed.

How should bullying behaviour / incidents be dealt with?

- Staff should listen and take complaints seriously: without judgement listen to the student; let them explain in their own words; do not dismiss what they say, or belittle their experience. They should reassure the victim and remain calm.
- The bullying behaviour needs to be sanctioned as appropriate and the perpetrator told that their actions are unacceptable.. Education and support will allow both parties to move on. However, there will be an awareness it can happen again, so monitoring after the event should take place over an agreed time frame.
- Record and report - all incidents are to be recorded on CPOMS in a timely manner. Even incidents that seem quite small, can all help to build the bigger picture.
- Appropriate confidentiality - if it is a Safeguarding concern, follow the process as laid out in the Safeguarding policy. Bullying even if it is not a safeguarding issue may still cause considerable distress for the children involved, and their wider family so needs sensitive handling.

All incidents of bullying will be logged and the outcomes will be recorded on CPOMS.

The perpetrator must always be warned that they must take no retaliatory action against the victim.

A review date should be agreed with the victim and staff will continue to monitor the wellbeing of the victim and the behaviour of the perpetrator. If the bullying has stopped, then this should be acknowledged to the perpetrator; if it has continued, this should immediately be reported to the Head of Faculty.

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

Safeguarding and reporting of incidents to external agencies

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 Safeguarding team should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may, depending on the circumstances, need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Most bullying incidents will be dealt with by the school without involvement of external agencies.

5 How parents may help

If a child talks to their parent[s] about bullying, they should talk with them about ways in which together they can tell the school how they are feeling and what has happened. The school will listen to them and do everything we can to remedy the situation.

Parents should always listen and allow them to tell their story in their own words. Adults should never respond by dismissing their experience as part of 'growing up'.

If your child refuses to talk to their parents, 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 prefer to call *Childline*, boards also have the option to speak to the independent listener.

If a parent suspects their child is being bullied or is feeling unhappy about something, they should contact the Form Teacher as their first point of contact. They will then discuss the appropriate course of action, with the appropriate member of the Faculty team.

6 Prevention

At school we believe that prevention is better than intervention. We will use appropriate methods for helping children to prevent 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. These opportunities include:

- Through the PSHE and RSE programme
- During Assemblies and through the weekly themes for the whole school
- During form periods
- During circle time in the Pre-Prep
- During Drama lessons and through stories and literature
- Through the IB 'Units of Inquiry' and with particular emphasis on the IB Learner Profile
- Through Round Square and the St George's Award
- Through Chapel Services and the spiritual guidance offered by the School Chaplain

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.

Questions, concerns or queries about the Anti-Bullying Policy or bullying in general, should be directed to: The Head, the Head of Pre-Prep or the Head of Prep School.

7 Roles and Responsibilities

Every member of staff at St George's has a responsibility to protect the students from acts of bullying. They must know and understand this policy and procedures, be vigilant and alert around the school for any signs of bullying behaviour and be proactive in dealing with any incidents immediately.

The Head

The Head is responsible to the Board of Governors for the effectiveness of this policy, strategies and procedures.

The Head of Pre-Prep and Head of Prep School

The Heads of Faculties have responsibility for coordinating the implementation of the Anti-Bullying policy strategies and procedures. They will:

- Be responsible for the day-to-day management of this policy
- Ensure that there are positive strategies and procedures in place to help both the victim and perpetrator of bullying behaviour
- Keep the Head informed of any incidents
- Ensure that any allegations of bullying are appropriately dealt with, in a timely manner
- Arrange staff training to raise awareness
- Determine how best to involve parents, and ensure this is done in a timely and sensitive manner
- Ensure detailed records are logged on CPOMS and monitor for patterns

- Follow up cases of bullying behaviour to check that the issues have not returned
- Ensure all students know how to report bullying

The Pastoral Lead for Years 4-6 and Head of Senior Prep (Years 7 and 8) supports the Head of Prep School in implementing this. The EYFS Coordinator and Assistant Head, Pre-Prep, supports the Head of Pre-Prep as appropriate.

Where bullying involves boarders or choristers, the Heads of Boarding will immediately be involved.

The Head of Safeguarding and Mental Health

Will be alerted to all incidents of bullying behaviour through CPOMS. Where an alleged incident meets or appears to meet the threshold for significant harm, the Safeguarding Policy will apply and be invoked.

The Head of Safeguarding and Mental Health is informed of all incidents, and will provide support and guidance as appropriate to the victim(s) and perpetrator(s).

The Head of Safeguarding and Mental Health is involved in the implementation and review of this policy.

8 Useful agencies and resources on bullying

Anti-Bullying Network

An excellent Scottish Anti-bullying site based at the University of Edinburgh, dedicated to promoting a positive school ethos. It has advice for teachers, students and parents, on all aspects of bullying, including homophobic, racist and cyber-bullying.

www.antibullying.net

Anti Bully

Provides advice to parents whose children are subject to bullying, to spot the signs, listen to them carefully and praise their courage in wanting to deal with the situation.

www.antibully.org.uk/bgbullied.htm

ChildLine

This provides a 24 hour helpline for children and young people being bullied in the UK. Children and young people can call 0800 11 11 to talk about any problem.

www.childline.org.uk

Parentline Plus

This is a charity dedicated to support parents on all issues related to parenting and has a very helpful section on bullying.

www.parentlineplus.org.uk

Young Minds

Aims to promote the mental health of children and young people through a parent's information service, training and consultancy, advocacy and publications.
www.youngminds.org.uk

This policy has been written with reference to:

<https://anti-bullyingalliance.org.uk/>

<https://diana-award.org.uk/>

Independent school standards 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf

Revised: Sept 2023 Head, Deputy Heads, Head of Safeguarding and Mental Health
Next review: Sept 2024

This document is reviewed on a yearly basis, this is so we can be sure of its effectiveness and relevance to young people in our school