



St. George's CE Academy Anti-Bullying Policy September 2026

Introduction

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure, and that all staff are here to create the appropriate environment for this to happen. As a Church of England school, our policy is informed by Christian values, which underpin every aspect of school life and is to be understood in the context of the school's Behaviour Policy. Bullying is wrong and therefore unacceptable. We do all we can to prevent it, by developing a school ethos in which positive attitudes, behaviours and relationships are taught and encouraged.

The school will not apply the label 'bully' to anyone and will refer to 'bullying behaviour'. N.B. Where the word 'parents' is used, this refers to all adults with parental responsibility for the child.

Aims

- To sit alongside our Behaviour policy, built on a Christian understanding of how we should respect and care for each other.
- To assist in creating an ethos in which attending St. George's CE Academy is a positive experience for all members of our community
- To raise awareness of the nature and the impact of bullying
- To make it clear that all forms of bullying are unacceptable at St. George's CE Academy
- To promote a consistent approach towards identifying, challenging and responding to bullying
- To promote a culture of openness to enable the existence of bullying to be acknowledged
- To promote the understanding that the management of bullying is the responsibility of us all
- To listen to children and to take seriously what they tell us about bullying
- To ensure children and young people are aware that any concerns they have about bullying will be dealt with sensitively and effectively
- To liaise with parents and other appropriate members of the school community

What is bullying?

Bullying can be described as "behaviour by an individual or group, repeated over time, which deliberately hurts another individual or group, either physically or emotionally".

Bullying can take many different forms and is behaviour that **intentionally** and **persistently** causes distress to others. It may include one or more of the following:

PHYSICAL BULLYING e.g. hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things; interfering with another's property by stealing / hiding / damaging / intruding upon it; - extortion / threatening demands for money or other items - writing or drawing offensive notes / graffiti about another	VERBAL BULLYING e.g. name calling; insulting or offensive remarks; accusing; taunting; put downs - ridiculing another's appearance/way of speaking/disability/personal mannerisms/race/colour/religion; - humiliating another publicly - spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm
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EMOTIONAL BULLYING e.g. excluding/shunning others from group activity/social setting or play; - belittling another's abilities or achievements; - menacing looks/stares; - rude signs or gestures	CYBER BULLYING e.g. misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity - misuse of mobile phones by text messaging /calls or images – again to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity - unauthorised publication or manipulation of private information; impersonation
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BUT it is NOT bullying when friends fall out, or when two children of approximately the same age and strength have the occasional fight or quarrel.

Bullying is over and over again on purpose to deliberately hurt an individual.

Identifying Bullying

Children who are being bullied may not always be prepared to tell someone. It is therefore important that members of staff, parents and others who deal with the children are observant and alert for signs of bullying.

These might include:-

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Avoidance, hanging back from playground or staying late at school.
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed – signs may include nail biting / flinching / jumpiness / forgetfulness / distractibility.
- Impulsive hitting out / out of character temper, flare up or restlessness / sudden aggressiveness.
- Stresses manifested at home – bed wetting / insomnia / nightmares / restlessness and irritability.
- Reluctance to sit beside or near certain pupils / hesitant to walk home.

(N.B these behaviours may be symptomatic of other problems – bullying may be one reason)

Practice and Procedures

Strategies to prevent or reduce bullying

Everyone involved in the life St. George's CE Academy must take responsibility for promoting a common anti-bullying approach and foster an understanding that bullying in any form is not acceptable.

This is done by:

- Promoting the school ethos at all times
- Being supportive of each other
- Developing an awareness of rights and responsibilities.
- Recognising and rewarding good behaviour.
- Providing positive role models
- Conveying a clear understanding that we disapprove of unacceptable behaviour

- Work in school including: assemblies addressing bullying and providing anti-bullying strategies, circle time, PSHE work etc.
- Vigilant supervision – playground / general school environment.
- Consultation with School Council.
- Promotion of playground friends
- Questionnaires.
- Good parental communication.
- Awareness raising eg, parent workshops, class information meetings, School Policies, newsletters, website etc.
- Awareness of national Anti-Bullying Week (in November each year).
- Use of outside agencies –eg. NSPCC, Childline,
- Staff training / effective communication.
- Working together to implement this policy

All members of St. George's CE Academy community are expected to report incidents of bullying.

PROCEDURES FOR DEALING WITH BULLYING

When dealing with bullying behaviour the school will aim to:

1. Stop the bullying behaviour.
2. Protect and support the bullied pupil.
3. Change the attitude and behaviour of the person showing the bullying behaviour. Every child can make mistakes and can behave in ways that are hurtful to others. In most cases a quiet word and an explanation of how others feel is sufficient to make a difference. Children can and do learn over time how to care for themselves and for others.

We believe that learning from mistakes and being genuinely sorry for them is part of growing up to be a socially well-adjusted person. We believe much can be achieved by talking with the perpetrator and the victim to achieve a resolution and reconciliation. In some cases, however, talking things through will not make enough of a difference and in these cases we reserve the right to apply a range of sanctions.

At St. George's CE Academy if any type of bullying is highlighted, the following strategies are implemented by staff, generally in two stages depending on the severity of the incident:

STAGE 1 All staff will:

- Listen to concerns when reported.
- Identify those involved in the bullying incident.
- Give each pupil the opportunity to talk, focusing the discussion on finding a solution and stopping the bullying behaviour from recurring.
- Remain neutral and avoid direct, closed questions.
- Help the pupils to find their own solution to their personal disagreement and discuss how their proposals will be put into action.
- Inform other appropriate members of staff i.e. class teacher, teaching assistant, Headteacher.
- Incidents will be recorded on an incident form as appropriate ie. if significant/repeated/or serious one-off incident (Appendix 1.)
- Hold a follow-up meeting/discussion if possible to find out whether the solution has been effective or not.

STAGE 2 If the problem is not resolved staff will:

1. Implement procedures within the hierarchy of sanctions as in the school's Behaviour policy.
2. Record details as appropriate on a Bullying Incident Form (Appendix 1).
3. Contact parents if necessary at any stage of the procedures, depending on the seriousness of the bullying e.g. phone call, letter or request a meeting with the Headteacher.

We expect to support all involved at the earliest opportunity by:-

- Talking the incident through with all parties involved
- Supporting the person who has been bullied to express their feelings
- Supporting the person displaying the bullying behaviour to express their feelings
- Discussing which rule(s) have been broken
- Discussing strategies for making amends

Measures are in line with the school's behaviour policy and may include:-

- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Time away from an activity
- Sanction during Playtime and/or lunchtime
- Meeting with staff, parent and child
- Missing another activity
- Time out from the classroom
- Formal letter from the Headteacher expressing concerns
- Pastoral support plan / Behaviour target card
- Fixed term exclusion (In such cases, the latest guidelines from the LA will always be strictly adhered to.)

Responsibilities**The Role of the Headteacher:**

The Headteacher is responsible for creating an environment of security and trust in which a child feels free to speak to any adult in school about a situation which is concerning them.

The Headteacher will listen to any concerns about bullying and investigate them carefully and, if necessary, over time. The Headteacher will feedback to parents as appropriate and definitely if bullying is deemed to be happening.

It is the responsibility of the Headteacher to implement the school antibullying strategy and to ensure that all staff (both teaching and nonteaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour at our school.

The Headteacher takes responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation.

Parents of all children involved are informed of what has happened, and how it has been dealt with. All discussions and actions relating to the incident/investigation are documented and added to the incident log. All records are kept in the locked filing cabinet in the Headteacher's office.

It is the role of the Headteacher to keep the Governing Body well informed regarding issues concerning behaviour management.

The Role of Staff (teaching and non-teaching):

All staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect. The whole atmosphere, ethos and discipline of the school should make it absolutely clear that bullying is completely unacceptable and will not be tolerated. Every child is important and valued and should be treated with courtesy and respect at all times.

All staff will:

- Provide children with a framework of behaviour including rules which support the whole school policy
- Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying through activities, stories, role-play, discussion, peer support, school council, PSHE etc
- Give pupils advice on what to do if they are being bullied or if they observe someone being bullied.

The Role of Parents:

Parents should encourage their child to say immediately to an adult in school if someone is hurting them either physically or emotionally.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the class teacher or Headteacher immediately.

Parents have a responsibility to know and support the school's Behaviour and Anti-Bullying Policies and to actively encourage their child to be a positive member of the school.

The Role of Governors :

Governors have a duty to:-

- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken and be aware of the effectiveness of this policy Review and monitoring.

This policy has been circulated to all staff and is available for parents on the website or as a hard copy from the school office.

The policy will be reviewed every two years by all stakeholders involved.

Whole Staff: September 2020

School Council: September 2020

Reviewed by Governors: September 2020

First Review September 2022

Last review: December 2023

Last review September 2026

Next review: September 2027

Links - with other policies:-

- Positive behaviour Policy
- RSE

- SEND
- Safeguarding

Useful websites:-

www.thinkuknow.co.uk

www.bullying.co.uk

www.childline.org.uk

www.anti-bullyingalliance.org.uk

Shropshire Schools Hate-Related Incident Report Form

APPENDIX 1

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to EducationImprovementService@shropshire.gov.uk; by Fax to 01743 254538 or by post to *EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND*. Reports can also be made verbally on 01743 254386.

Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting Sub-group. The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

School name

Section A: About the Incident/s

What do you think motivated this incident? (*indicate all relevant characteristics*)

- ☐ Race ☐ Religion / culture ☐ Sex ☐ Disability
☐ Sexual orientation ☐ Gender identity/presentation ☐ Age*
☐ Other (please define)

**age discrimination legislation does not apply to the treatment of pupils or provision of education.*

Section B: Tell us about the incident in your own words; giving as much detail as possible (please use a separate sheet if necessary):

When did the incident take place?

Time Day Date

Where did it happen?

Area of school / Street name or location if outside school / via electronic media (please give details below)

What happened?

What injuries were suffered (Physical? Emotional?) Please give details below:-

Was any property lost or damaged? ☐ Yes (If 'yes' please give details below) ☐ No

Frequency or duration of behaviour

- ☐ Once or twice
- ☐ Persisting over one school term
- ☐ Several times a week
- ☐ Persisting for more than a year

Section C: About the Victim

Is the victim ☐ Pupil ☐ Staff member ☐ Other adult ☐ Other child
(Name of victim is not needed in this context) Sex M/F Is this same as birth? Y/N

If child - Year Group /Age

If adult - Age Group: ☐ 16-24 ☐ 25-34 ☐ 35-44 ☐ 45-55 ☐ Over 55

Please indicate in the appropriate box how you would describe the victim:

Religion/belief

- ☐ Buddhist
- ☐ Rastafarian
- ☐ Don't know
- ☐ Christian
- ☐ Sikh
-
- ☐ Hindu
- ☐ Other
- ☐ Jewish
- ☐ No religion
- ☐ Muslim
- ☐ Prefer not to say

Sexual orientation

- ☐ Heterosexual
- ☐ Bisexual
- ☐ Gay/Lesbian
- ☐ Prefer not to say
- ☐ Don't know

Ethnicity

- ☐ White British
- ☐ White & Black Caribbean
- ☐ Any other black background
- ☐ White & Black African
- ☐ Indian
- ☐ Chinese
- ☐ White Irish
- ☐ Pakistani
- ☐ Any other ethnic background
- ☐ White & Asian
- ☐ Bangladeshi
- ☐ Prefer not to say
- ☐ Other white background
- ☐ Black Caribbean
- ☐ Don't know
-
- ☐ Any other mixed background
- ☐ Black African
- ☐ Eastern European

Is the victim from a Gypsy or Traveller background?

- ☐ Yes
- ☐ No
- ☐ Don't know

Disability – please describe

☐ Don't know

Section D: About the offender(s)

Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics

(Name/s of offender/s not needed in this context)

If adult - Age Group:

☐ 16-24

☐ 25-34

☐ 35-44

☐ 45-55

☐ Over 55

Role / reason for presence at school

If offender/s is/are unknown, can you describe them? (Consider height, ethnicity, build and clothing).

Section E: What now?

Details of actions agreed with everyone involved – including parents and carers where appropriate:

Outcomes of follow up

Section F: Details of person reporting (victim, witness or third party)

Form Completed by:

Role:

Date

Date this incident was reported to the authority:

Police involvement:

Does the person reporting / victim/parents or carers / school want the Police to investigate?

☐ Yes

☐ No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you have any evidence, which may be of use to the police then please ring them and tell them **immediately**. Shropshire Police 24 hour telephone number is: **101**.

Authorisation:

Certain agencies can share de-personalised information without your consent.

Do you agree to the information being passed to all the agencies involved in the local agency partnership? (The local agency partnership includes West Mercia Police, Shropshire Diversity Officer, Citizens Advice Shropshire and Victim Support Shropshire).

This is requested to help in assessing and countering the levels of hate crime in Shropshire.

Incident details only

☐ Yes

☐ No

Personal details

☐ Yes

☐ No

Signature

Date

Follow-up – for any further interventions related to this incident (for School use – no additional formal reporting required).

If the behaviour does not stop after initial interventions, this space can be used to record additional steps being taken and outcomes for both victim and perpetrator:

Victim:-

