



**'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**

<b><u>Date agreed:</u></b>	May 2026
<b><u>Review Date:</u></b>	May 2027

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. Child on child 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.**
- **Discriminatory around race, gender, disability or sexual orientation.**
- **Inappropriate behaviour of a sexual nature on or off line.**

- **Indirect – spreading nasty stories about someone, excluding someone from social groups and cyber bullying. The increased use of technology and the emergence of AI 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 CPOMS. 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 Relationships 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 Relationships Policy.
- Clear set of core Christian Values which are explored regularly through Collective Worship and used as part of daily life in school with an emphasis on kindness.
- Good staff/pupil relationships – developing trust between children and adults in school. Adults model constructive relationships and empathy.
- 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 to work with children who are struggling with friendships or big emotions.
- Teaching of friendships skills, assertiveness and social skills in small groups.
- Increased awareness of mental health and designated teaching time given to My Happy Minds.
- Increased extracurricular opportunities – to develop confidence and self-esteem.
- Improved adult presence on the playground at break and lunch times using Teaching Assistants, Senior Staff alongside Midday Assistants in the dining hall and outside.
- 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–Year 6 children support their buddies in Reception and model good play.
- Groups established in school to allow for 'pupil voice' and for opportunities to be more involved in school life; Ethos Group, Junior Leadership team, Worship Leaders, Happiness Heroes and class responsibilities.
- Planned work on bullying – recognition and prevention through Relationships and Health Education and Values work. Anti-Bullying Week and Children's Mental Health Week is part of the school year with opportunities for children to lead on the collective worship sessions in those times.