

SGS Create
Anti Bullying Charter

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Definition of Bullying, Banter and Baiting:

As defined by The Anti Bullying Alliance (ABA)

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- Intentional

Bullying behaviour can be:

- Physical - pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional - isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual - unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber - posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

We would also like to draw a distinction between banter & bullying, Just because 'banter' doesn't constitute all the elements of bullying doesn't mean it's acceptable.

Baiting is a provocative act used to solicit an angry, aggressive or emotional response from another individual. From the ABA *To 'bait' someone is to intentionally make a person angry by saying or doing things to annoy them.*

Bullying tends to be a group behaviour

Consultation:

The views of a range of stakeholders have been taken into account when developing the Anti Bullying Charter. These include parents, learners and staff at SGS Create, and the wider college. We asked a broad range of questions and requested feedback about their understanding of the definition of bullying, experiences of bullying at SGS Create and previous schools, support strategies, the impact of bullying on academic studies, mental and physical health. We also sought examples of good practice and methods of identifying and reporting bullying. We worked with stakeholders also to develop outcomes and consequences for incidents of bullying.

Links to other SGS Create Policies

- SGS College Safeguarding Policy
- SGS Create Positive Behaviour Guidance
- SGS Create Social Media Safe Use Policy
- SGS Create Behaviour & Expectations Form 2024/25 (for learners & parents)

Approach to Cyberbullying:

Managing access to social media, educating young adults on safe use of social media is a challenge for schools and parents. If cyber-bullying takes place in school, this will be dealt with in the same way as any other form of bullying in line with the SGS Create's Positive Behaviour Policy and Anti Bullying Charter. Responses may include: the confiscation of a mobile phone or other relevant technology; exclusion from social time; other sanctions including suspension or exclusion from the school.

If cyberbullying is happening outside school e.g. texts, calls, or social networking communication, then it would still be important for SGS Create to be aware. We would, if those involved are known/suspected, contact the parents of other children and let them know what has been alleged. We would also explain that cyberbullying is a form of harassment and thus a matter that can be passed to the police. The police would be the correct contact for concerns of ongoing harassment when children are out of school and in the care of their parents.

All learners and parents/carers will have to agree with and sign the
SGS Create Social Media Safe Use Policy

What fuels bullying:

Bullying can often be fueled by prejudice, which is the preconceived negative judgement or opinion formed about individuals or groups based on their characteristics, identities, or affiliations. Prejudice can manifest in various forms, including homophobia, transphobia, racism, religious intolerance, sexism, and ableism. When individuals harbour prejudiced attitudes, they may target others who they perceive as different from themselves, using their differences as a basis for discrimination, harassment, or violence. How this prejudice can manifest in school can be summarised below, but as a list is not exhaustive.

- **Homophobia and Transphobia:** Homophobia refers to discrimination or hostility towards individuals who are lesbian, gay, bisexual, or queer (LGBTQ+), while transphobia targets transgender and gender non-conforming individuals. Bullying fueled by homophobia and transphobia may include name-calling, derogatory remarks about sexual orientation or gender identity, exclusion from social groups, physical violence, or spreading rumours and misinformation about LGBTQ+ individuals.
- **Racism:** Racism involves prejudice, discrimination, or antagonism directed against individuals or groups based on their race or ethnicity. Racially motivated bullying can take various forms, such as racial slurs, derogatory remarks, exclusion from social activities, microaggressions, racial profiling, or acts of violence targeting individuals perceived as belonging to a particular racial or ethnic group. The perception of the victim is crucial in defining an incident as racist, as the impact on the individual or group targeted matters more than the intent of the perpetrator. Even if the intent is not explicitly racist, actions or comments that are perceived as racist can still cause harm, reinforce harmful stereotypes, and contribute to an environment of exclusion and discrimination.
- **Religious Intolerance:** Bullying based on religious prejudice targets individuals or groups because of their faith or religious beliefs. This behaviour may involve mocking religious practices, derogatory comments about religious customs or attire, exclusion from religious ceremonies or events, or even violence motivated by religious hatred.
- **Sexism:** Sexism involves discrimination, prejudice, or stereotyping based on a person's sex or gender. Sexist bullying may include gender-based insults, objectification of individuals based on gender stereotypes, sexual harassment, unequal treatment in academic or social settings, or limiting opportunities based on gender roles.
- **Ableism:** Ableism refers to discrimination or prejudice against individuals with disabilities, whether physical, intellectual, or developmental. Ableist bullying can involve mocking disabilities, using offensive language or slurs, excluding individuals with disabilities from social activities, or denying them access to resources or accommodations.

Types of bullying:

The list below is not exhaustive, and full definitions of each type can be found in *Appendix 1*

Physical Bullying
Verbal Bullying
Social Exclusion/Ostracism
Homophobic Bullying
Racist Bullying
Religious Bullying
Sexual Bullying
Physical Intimidation
Property Damage/Theft
Cyberstalking
Gossiping/Rumor-Spreading
Coercion/Manipulation
Physical Invasion of Space
Cyber Threats
Emotional Manipulation
Victim Blaming
Exclusion from Group Activities
Body Shaming
Online Impersonation
Intimidation through Technology
Cultural Bullying
Environmental Bullying
Scapegoating
Group Bullying/Mobbing
Public Humiliation
Financial Bullying
Peer Pressure
Gaslighting
Disability Bullying

What will our community do, look for and challenge:

Investigation Process and Confidentiality: SGS Create is committed to taking any reports of bullying seriously. We follow a structured and thorough process to investigate all incidents of bullying. This includes interviewing all individuals involved and gathering statements from anyone with knowledge of the incident. Where appropriate, we will follow the steps outlined in our **Positive Behaviour Guidance** and take all necessary actions as detailed in this document.

While we are dedicated to addressing bullying incidents promptly and fairly, there may be circumstances where it is not possible to share all outcomes due to confidentiality requirements. We ask that both students and parents trust that SGS Create follows due process in all investigations, ensuring fairness, transparency, and a commitment to the safety and well-being of all students.

- **Zero Tolerance:** Any form of bullying is unacceptable and will not be tolerated in SGS Create
- **Respect for others:** Individuals will be treated with respect, kindness and empathy, regardless of differences in background, identity or beliefs.
- **No retaliation:** We encourage learners to report incidents of bullying without fear or retaliation or reprisal. Learners safety and well-being are SGS Create's top priorities.
- **Inclusivity:** SGS Create fosters an inclusive and welcoming cultures where diversity is celebrated and **all students** feel valued and included
- **Positive Relationships:** SGS Create will promote positive relationships and peer support among students. We will encourage collaboration, cooperation and empathy in all interactions.
- **Clear Reporting Procedures:** Learners can report incidents of bullying through several channels
 - Form tutor
 - Any member of staff
 - Deputy Head
 - Headteacher
 - Report by email to sgscreate@sgscol.ac.uk
- **Consistent Consequences:** SGS Create will enforce consistent consequences for bullying behaviour, making it clear that such actions will have serious repercussions. We will always follow through with disciplinary measures as outlined in the SGS Create's Positive Behaviour Policy and the outcomes as set out in this document
- **Education and Awareness:** Through our PSHE programme SGS Create will provide regular education and awareness programs on bullying prevention, emphasising the impact of bullying on individuals and the broader school community.
- **Parent/Carer/Family Involvement:** SGS Create will engage parents and guardians in efforts to prevent and address bullying. We will keep them informed about SGS Create policies, procedures, and resources available to support their children.
- **Continuous Monitoring and Evaluation:** We will regularly monitor and evaluate the effectiveness of anti-bullying initiatives and interventions. We will review and ask for regular feedback from students, staff, and parents to identify areas for improvement and refine strategies accordingly.

Expectations on Learners, Staff, Parents and any other stakeholders:

- **Learners:** Encouraged to report instances of bullying promptly to a trusted adult or other staff at SGS Create
- **Staff:** Expected to intervene immediately upon witnessing bullying, provide support to both the victim and the perpetrator, and follow SGS Create's processes as outlined in the Positive Behaviour Policy and Anti Bullying Charter
- **Parents:** Expected to encourage open communication with their children about bullying, support victims, and work collaboratively with SGS Create to address any incidents.
- **Other Stakeholders:** Expected to actively promote a culture of respect and inclusivity, advocate for anti-bullying initiatives, and contribute to a safe learning environment for all.

Support for one another:

Encourage empathy and understanding among all parties involved, provide counselling from well-being team and resources for both victims and perpetrators, and foster a sense of community responsibility in addressing bullying.

Support for learners

SGS Create will, through tutor time, 1:1s and small group work support learners with managing relationship conflict and promoting assertive behaviour.

- Offering workshops or assemblies on conflict resolution and assertiveness skills, providing students with techniques for effective communication and problem-solving.
- Providing access to counselling or peer mediation services to offer a safe space for students to express themselves and work through conflicts constructively.
- Incorporating restorative justice practices into disciplinary procedures to encourage accountability and reconciliation among those involved in conflicts.
- Fostering a culture of respect, empathy, and assertiveness to empower pupils to navigate relationship conflicts confidently and peacefully.
- Promoting a positive and inclusive learning environment through proactive measures aimed at addressing relationship conflicts.

Timescales for Investigation

All incidents of bullying reported or suspected will be investigated thoroughly and promptly by the Deputy Headteacher, working closely with Heads of Year, tutors and the well-being team.

Statements will be taken within 2 days of the incident with all parties and an outcome in place within 7 days.

Recording of Incidents of Bullying & Safeguarding

All reports and incidents of bullying will be recorded against the perpetrator on the SGS Create intervention tracker where patterns can be seen and provide evidence of action. All incidents of bullying will be recorded as a case in MyConcern.

Where are the hotspots for bullying at SGS Create

We have identified the following areas that students have said are hotspots for incidents of bullying.

- Toilets
- Outside of SGS Create in wider college
- At bus stops or other public transport
- Online

Incidents of bullying happening outside of SGS Create and SGS College

Research indicates that learners who are bullied within school are at an increased risk of bullying outside of school. It is the duty of the school and headteacher to investigate and take action when bullying occurs away from SGS Create where:

- There is a clear link and connection to SGS Create and to learners who attend SGS Create
- The welfare of other students is at risk

Safe Spaces

During break and lunch times learners can feel vulnerable. We will look to create a safe place that pupils can access. We recognise that free time is not for everyone so we must consider alternatives.

Evaluation

We accept that we may make mistakes but that we will learn from them, each incident is an opportunity to learn and improve. We will review this charter annually and consult with stakeholders during the review process.

SGS Create Anti-Bullying Charter - Accessible Summary for Students

At SGS Create, we believe that bullying is not acceptable, and we are committed to creating a safe and respectful environment for everyone. This charter explains what bullying is, how we will stop it, and how we all need to act together to make our school a positive place.

What is Bullying? Bullying is when someone repeatedly hurts or picks on another person on purpose. It can happen face-to-face or online, and it can be physical, verbal, or emotional. Types of bullying include:

- **Physical Bullying:** Hitting, pushing, or hurting someone.
- **Verbal Bullying:** Name-calling, teasing, or spreading hurtful rumours.
- **Emotional Bullying:** Excluding people, spreading lies, or making someone feel bad on purpose.
- **Cyberbullying:** Bullying online, through social media, texts, or other digital ways.

What Will We Do About Bullying?

1. **Zero Tolerance:** We won't accept bullying in any form. If it happens, we will act quickly to stop it.
2. **Respect for Everyone:** Everyone deserves to be treated with kindness, no matter who they are or where they come from.
3. **No Retaliation:** If you see bullying, we encourage you to report it without fear of getting into trouble yourself.
4. **Clear Reporting:** You can report bullying to any staff member, your form tutor, or even the Headteacher. You can also email the school.
5. **Consequences for Bullies:** If someone bullies another student, there will be serious consequences. These might include talking to staff, missing break times, or other actions.
6. **Support for Victims:** If you're being bullied, we're here to help. There are people you can talk to, and we will support you.
7. **Creating a Safe Environment:** We'll create safe spaces for students who need them, especially during breaks and lunch.

What Can You Do?

- **Students:** Stand up against bullying. Tell a teacher if you see bullying happening, or ask for help.
- **Staff:** If you see bullying, step in immediately and support both the person being bullied and the person bullying.
- **Parents:** Talk to your child about bullying, encourage them to report it, and work with us to stop bullying.

Key Points to Remember:

- Bullying is bad and will not be tolerated.
- Everyone deserves to feel safe at school.
- We all need to help stop bullying by reporting it and standing up for others.

Appendix 1

- **Physical Bullying:** Direct physical harm or intimidation, such as hitting, kicking, pushing, or tripping.
- **Verbal Bullying:** Using words to harm or manipulate others, including teasing, name-calling, taunting, or making threats.
- **Social Exclusion/Ostracism:** Deliberately excluding someone from social activities, groups, or conversations.
- **Cyberbullying:** Harassing, threatening, or targeting someone online or through digital communication channels, including social media, texting, or email.
- **Homophobic Bullying:** Targeting someone based on their perceived or actual sexual orientation, including derogatory remarks or exclusion.
- **Racist Bullying:** Targeting someone based on their race or ethnicity, including racial slurs, jokes, or exclusion.
- **Religious Bullying:** Targeting someone based on their religious beliefs or practices, including mockery, discrimination, or exclusion.
- **Sexual Bullying:** Making unwanted sexual comments, gestures, or advances, or spreading rumours about someone's sexual activity or orientation.
- **Physical Intimidation:** Using physical presence, body language, or gestures to intimidate or threaten someone without direct contact.
- **Property Damage/Theft:** Damaging or stealing someone's belongings, such as books, clothing, or personal items.
- **Cyberstalking:** Persistently following, monitoring, or harassing someone online, often involving repeated messages or attempts at contact.
- **Gossiping/Rumor-Spreading:** Spreading rumours or gossip about someone to damage their reputation or relationships.
- **Coercion/Manipulation:** Pressuring or manipulating someone into doing something against their will, such as giving up belongings or engaging in harmful behaviour.
- **Physical Invasion of Space:** Invading someone's personal space or boundaries without consent, such as standing too close or touching without permission.
- **Cyber Threats:** Making threats of harm or violence against someone online, including threats of physical harm or public embarrassment.
- **Emotional Manipulation:** Using emotional tactics to control or harm someone, such as guilt-tripping, gaslighting, or emotional blackmail.
- **Victim Blaming:** Blaming the victim for the bullying they experience, making them feel responsible or at fault for the actions of the bully.
- **Exclusion from Group Activities:** Deliberately excluding someone from group activities, events, or social gatherings.
- **Body Shaming:** Making negative comments about someone's body size, shape, or appearance, leading to body image issues or low self-esteem.
- **Online Impersonation:** Pretending to be someone else online to deceive, manipulate, or harm them or others.
- **Intimidation through Technology:** Using technology to intimidate or threaten someone, such as sending intimidating messages or creating fake profiles.
- **Cultural Bullying:** Targeting someone based on their cultural background, traditions, or practices, including mockery, discrimination, or exclusion.
- **Environmental Bullying:** Creating a hostile or uncomfortable environment for someone through actions like staring, glaring, or making offensive gestures.
- **Scapegoating:** Blaming someone unfairly for problems or mistakes, making them a target for ridicule or mistreatment.
- **Group Bullying/Mobbing:** Bullying behaviour carried out by a group of individuals against a single target, often escalating the harm and intimidation.
- **Public Humiliation:** Intentionally humiliating or embarrassing someone in front of others, such as in class or during assemblies.

Appendix 1 Continued...

- **Financial Bullying:** Using money or financial leverage to control or manipulate someone, such as extortion or stealing lunch money.
- **Peer Pressure:** Pressuring someone to conform to certain behaviours or attitudes, often through threats, ridicule, or exclusion.
- **Gaslighting:** Manipulating someone into questioning their own perceptions, memory, or sanity, causing them to doubt their reality.
- **Disability Bullying:** Targeting someone based on their physical or mental disability, including mocking, exclusion, or discrimination based on their abilities.