



Anti-bullying Policy

Issued: January, 2025
Reviewed: January, 2026
Next review due: January, 2027

Contents

Introduction	3
Bullying	3
What bullying is not	4
Off-site Behaviour	4
Generative artificial intelligence (AI)	4
Objectives	4
Roles and Responsibilities	5
Staff responsibilities	5
Senior Leadership Team responsibilities	5
Pupil responsibilities	5
Parent/carers responsibilities	6
Responding to bullying incidents	6
Step 1: Immediate response	6
Step 2: Investigation	6
Step 3: Recording	6
Step 4: Parent communication	7
Step 5: Outcomes and response	7
Step 6: Monitoring	7
Preventing bullying	7
Successful Intervention Strategies	8
Pupils with special educational needs and/or disabilities (reasonable adjustments)	9
Complaints and unresolved concerns	9
Monitoring and Evaluation	9

Introduction

At St. George's Church of England Primary School, we strive to create a positive culture where everyone feels safe, confident, and respected. We are committed to ensuring that all pupils are able to flourish, enjoy learning, and build positive relationships, particularly in relation to individual difference.

Our Christian vision is rooted in Jesus' promise of 'life to the full' (John 10:10). We believe every child is valued, loved, and created with dignity, and we aim to create a community where pupils are treated with kindness, fairness and respect.

This policy aligns with the Equality Act 2010, which prohibits discrimination, harassment, or victimisation of pupils in schools. Bullying is the opposite of the community we seek to build. It undermines safety, belonging and wellbeing, and it prevents children from achieving their best. We therefore take a zero-tolerance approach to bullying behaviour, supported by strong pastoral care, restorative practice, and clear sanctions when required.

Bullying incidents should be treated as child protection concerns if there is reasonable cause to suspect significant harm. In such cases, staff will follow the school Safeguarding Policy.

This policy works alongside our Behaviour Policy, which sets out consistent expectations, sanctions and restorative approaches.

Bullying

Bullying is behaviour by an individual or group that is intentionally hurtful, repeated over time, and involves an imbalance of power, making it difficult for the person being bullied to defend themselves. Bullying can happen face-to-face, online, or through indirect social behaviour.

Bullying may include:

- **Physical bullying:** hitting, kicking, pushing, pinching, damaging belongings, intimidating physical behaviour
- **Verbal bullying:** name-calling, mocking, taunting, threats, teasing, insults, spreading rumours
- **Emotional or relational bullying:** excluding someone deliberately, encouraging others not to be friends with someone, humiliating or manipulating others
- **Cyberbullying:** bullying using phones, apps, messaging services, social media, gaming platforms, or email
- **Prejudice-based bullying:** bullying linked to race, religion, disability, special educational needs, gender identity, sexuality, appearance, family circumstances, or caring responsibilities
- **Sexualised bullying:** unwanted comments about bodies, sexualised jokes, inappropriate touching or harassment

Bullying can be carried out by one pupil or by a group and can have serious long-term emotional impact.

We recognise that bullying is a behaviour choice and that pupils can be supported to change their behaviour. However, bullying is never acceptable and will always be taken seriously.

What bullying is not

We recognise that not all unkind behaviour is bullying. One-off incidents, disagreements, falling out with friends, or accidental behaviour may be upsetting but may not meet the definition of bullying. These issues will still be addressed appropriately through the Behaviour Policy and pastoral support.

Off-site Behaviour

School visits are a part of everyday school life and, as such, this policy applies in full when pupils are off site. Moreover, teachers have a power to discipline pupils in a reasonable way for conduct on and off the school premises. As such, any bullying incidents occurring off the premises, such as on public transport, school buses or in the local community, will fall under this policy and be treated accordingly. If the matter involves criminal activity, the police will always be informed.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

St. George's Church of England Primary School recognises that AI has many uses to support learning, but may also have the potential to be used to bully others. For example, AI may be used to create 'deepfakes', altered images, false audio recordings or video hoaxes that appear real.

Any use of AI to intimidate, humiliate, threaten or harass another pupil will be treated as a serious bullying incident and will be dealt with in line with this Anti-Bullying Policy and the school's Behaviour Policy.

Objectives

Our policy is implemented whenever the school is responsible for the conduct and welfare of children and young people. The Senior Leadership Team and all staff are responsible for its implementation.

Our objectives are to:

- Enable pupils to understand clearly what constitutes bullying and to understand that bullying, whatever its form, will not be tolerated by the school community;

- Make it easy for pupils to report bullying so that they feel assured that they will be listened to and incidents acted upon;
- Enable parents to feel confident that bullying incidents will be firmly dealt with by the school;
- Create a safe environment and promote an inclusive ethos in the school where pupils can discuss the cause of bullying without fear of further bullying or discrimination;
- Raise staff awareness of the presence of different types of bullying, and an awareness of groups of pupils who are bullied disproportionately;
- Develop a range of effective strategies for pupils to learn about moral and social issues;
- Ensure pupils are able to explain how we expect them to behave; and
- Celebrate success as an important way of creating a positive school ethos around antibullying.

Roles and Responsibilities

Staff responsibilities

All staff are responsible for:

- modelling respectful behaviour at all times
- challenging unkindness, prejudice-based language, or bullying immediately
- recording concerns or incidents on CPOMS
- reporting any bullying concerns to a senior leader without delay
- ensuring pupils feel safe to speak to an adult
- following up incidents to ensure bullying has stopped

Senior Leadership Team responsibilities

The Headteacher and Senior Leadership Team are responsible for:

- ensuring this policy is implemented consistently
- ensuring bullying incidents are recorded and monitored
- responding appropriately to serious or repeated incidents
- involving outside agencies where necessary
- ensuring safeguarding procedures are followed
- reporting trends and patterns to governors

Pupil responsibilities

All pupils are expected to:

- follow the school rules
- treat others with kindness and respect
- report bullying to a trusted adult
- avoid joining in, encouraging, or sharing harmful content

- support others who may be experiencing bullying

Parent/carer responsibilities

Parents/carers are expected to:

- encourage their child to speak to a trusted adult if bullying is suspected
- report concerns promptly to the class teacher or senior leader
- support the school in resolving incidents calmly and respectfully
- avoid confronting other pupils or families directly
- reinforce the importance of respectful behaviour at home and online

Responding to bullying incidents

All bullying concerns are taken seriously. Staff will respond promptly and proportionately.

Step 1: Immediate response

When bullying is suspected or reported:

- the member of staff will listen calmly and reassure the pupil
- the pupil will be told they have done the right thing by speaking up
- the concern will be reported immediately to a senior leader
- where necessary, staff will take immediate action to ensure safety

Step 2: Investigation

A senior leader will oversee the investigation, which may include:

- speaking separately to all pupils involved
- gathering witness accounts
- reviewing any online evidence
- considering patterns of behaviour or previous concerns

All investigations will be age-appropriate and handled sensitively.

Step 3: Recording

All bullying incidents and concerns will be recorded on CPOMS. This will include:

- the nature of the incident
- pupils involved
- actions taken
- outcomes and next steps
- communication with parents/carers

Step 4: Parent communication

Parents/carers of both the victim and the pupil displaying bullying behaviour will be informed. Communication will be respectful and focused on resolving the situation.

Step 5: Outcomes and response

Where bullying is confirmed, the school will take action that may include:

- restorative conversations
- pastoral support
- social skills support or intervention
- behaviour sanctions in line with the Behaviour Policy
- increased supervision and monitoring
- individual behaviour plans
- referral to external agencies where appropriate

Step 6: Monitoring

Following any confirmed bullying incident, the school will monitor the situation over time to ensure bullying has stopped. This may include check-ins with pupils, parents/carers, and staff supervision.

Preventing bullying

Preventing bullying is central to our work. We aim to create a culture where pupils feel safe, respected and included.

We prevent bullying through:

- explicit teaching of respectful behaviour through PSHE and British Values learning
- assemblies and themed events, including Anti-Bullying Week
- teaching pupils the vocabulary to describe bullying and unkindness
- regular e-safety teaching, including online behaviour and reporting concerns
- clear school rules and consistent routines
- adult supervision and vigilance during transitions, playtimes and lunchtimes
- pastoral support for pupils who struggle socially or emotionally
- restorative conversations and relationship-building strategies
- pupil voice activities and feedback opportunities

The following staff lead and support anti-bullying work:

- the Headteacher and Senior Leadership Team
- the Pastoral Lead / Pastoral Manager
- the Designated Safeguarding Lead and deputy safeguarding leads
- class teachers and support staff
- midday supervisors and club staff

Successful Intervention Strategies

We implement disciplinary measures for pupils who engage in bullying to unequivocally convey that such behavior is unacceptable. In alignment with our Behaviour Policy, we apply sanctions in a fair, consistent, and reasonable manner, considering any special educational needs or disabilities of the pupils, as well as the needs of vulnerable students.

Bullying is classed as a serious behaviour incident. In line with our Behaviour Policy, bullying behaviour may result in sanctions which proceed straight to Step 4. Sanctions will always be applied fairly and consistently, and will be proportionate to the seriousness and persistence of the incident.

Moreover, we carefully examine the underlying factors that may have influenced the bullying behavior to assess whether there are any safety concerns regarding the perpetrator. If necessary, the child exhibiting bullying behavior may require support themselves.

We actively involve parents to ensure they understand that the school has a zero-tolerance policy towards bullying and are informed about the procedures to follow if they suspect their child is being bullied. We strive to instill confidence in parents that any complaint about bullying will be taken seriously and addressed in a manner that safeguards the child's welfare.

Additionally, we engage pupils to ensure they comprehend our stance on bullying and recognize the role they play in preventing it, especially when they are bystanders. Our approach is regularly evaluated to ensure that our policies and practices remain current and effective.

The consequences of bullying are designed to reflect the severity of the incident, reinforcing that such behavior is unacceptable. We educate pupils that any use of prejudice-based language is intolerable and will not be condoned.

In cases where bullying is particularly severe or persistent, or where a criminal offense may have occurred, we collaborate with the wider community, including the police and children's services. Furthermore, we provide multiple avenues for pupils to report bullying, assuring them that their concerns will be heard and addressed appropriately.

We leverage the expertise of specialist organisations with a proven record in addressing bullying to ensure our practices are effective and prioritize the safety of children. Notices are placed around the school with appropriate telephone numbers and email addresses for children to contact organizations such as ChildLine, Kidscape, and CEOP.

Listening to the voices of our pupils at all times and responding accordingly is a fundamental principle of our approach. We aim to employ restorative practices within the school that focus on reconciliation with those harmed. This allows all parties affected by an incident to participate

in mending the harm and finding a constructive way forward, fostering conflict prevention and relationship-building.

Pupils with special educational needs and/or disabilities (reasonable adjustments)

We recognise that pupils with special educational needs and/or disabilities may experience bullying disproportionately, and may also require support in understanding social boundaries, friendship behaviour, and conflict resolution.

Where bullying behaviour involves a pupil with special educational needs and/or disabilities, staff will consider whether reasonable adjustments are required. Sanctions will still apply where appropriate, but responses will take into account the pupil's individual needs, stage of development, and any additional support required.

Support plans, pastoral interventions, or external agency involvement may be used where needed.

Complaints and unresolved concerns

We aim to resolve all bullying concerns quickly and effectively. If a parent/carer feels that a bullying issue has not been handled appropriately, they should first contact the class teacher or a member of the Senior Leadership Team.

If the issue remains unresolved, parents/carers may follow the school's Complaints Policy and procedures.

Monitoring and Evaluation

The Headteacher maintains a behaviour log on CPOMS that includes bullying incidents and implements and periodically reviews this policy to evaluate its effectiveness. Additionally, at governance meetings, the Headteacher reports on behaviour and bullying for monitoring and evaluation.