ANTI-BULLYING POLICY

St George's CE Primary School

A safe, caring Christian community in which every child is known, valued and able to flourish.

Date of issue	September 2026
Policy owner	Executive Headteacher / Governing Body
Approved by	Governing Body
Date approved	
Review frequency	In accordance with the Policy Review Schedule
Next review	September 2027

1. Purpose and ethos

St George's CE Primary School is committed to providing a safe, caring and inclusive Christian environment in which children can learn without fear of bullying. Bullying is unacceptable and will be taken seriously.

Our response is rooted in our Christian values of Compassion, Community, Forgiveness, Respect, Perseverance and Thankfulness. We want children to understand the impact of their behaviour, take responsibility, repair harm where appropriate and learn how to build healthy, respectful relationships.

2. Legal and safeguarding framework

All state schools must have measures within their behaviour policy to prevent all forms of bullying. This policy should therefore be read alongside St George's Positive Relationships / Behaviour Policy and Child Protection and Safeguarding Policy.

This policy has regard to:

- Department for Education guidance, Preventing and tackling bullying, updated July 2026;
- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- Education and Inspections Act 2006;
- Equality Act 2010, including duties relating to discrimination, harassment and victimisation;
- current Department for Education behaviour and online-safety guidance.

Bullying can be a safeguarding issue. KCSIE identifies bullying, including cyberbullying and prejudice-based or discriminatory bullying, as a form of child-on-child abuse. Where an incident raises a safeguarding concern, staff will follow safeguarding procedures and refer it to the Designated Safeguarding Lead (DSL).

3. What is bullying?

There is no single legal definition of bullying. At St George's, we understand bullying to be behaviour which is intended to hurt, intimidate, humiliate or exclude another person, is usually repeated or has the potential to be repeated, and often involves an imbalance of power.

Bullying may be:

- physical – hitting, kicking, pushing, damaging or taking belongings;
- verbal – name-calling, threats, insults, taunting or repeated unkind comments;
- relational/social – deliberately excluding someone, spreading rumours, manipulating friendships or encouraging others to reject a child;
- online/cyberbullying – harmful or intimidating behaviour through messages, games, images, social media or other digital technology;
- prejudice-based or discriminatory – connected to actual or perceived race, religion or belief, disability, sex, sexual orientation, gender reassignment or another aspect of identity or difference;
- sexualised – unwanted sexual comments, language, gestures or behaviour. These concerns will be considered under safeguarding procedures.

A one-off disagreement, friendship difficulty or unkind incident is not automatically bullying. It will still be addressed appropriately. A serious one-off incident may also require a safeguarding or behaviour response even where it does not meet the usual definition of bullying.

4. Bullying beyond the school site

The school may respond to bullying that occurs away from school where it affects pupils' wellbeing, relationships, safety or education in school. This may include behaviour on journeys to and from school, at activities connected with school, or online.

Where behaviour may constitute a criminal offence, serious harm or a child protection concern, the school will consider referral to the police, children's social care or another appropriate agency.

5. Prevention

Preventing bullying is a whole-school responsibility. St George's seeks to create a culture in which pupils feel that they belong, adults notice changes in behaviour and concerns can be raised safely.

We prevent bullying through:

- clear expectations for respectful behaviour and consistent adult responses;
- our Christian values and school behaviour rules;
- PSHE and Relationships Education, including teaching about healthy friendships, respect, difference, online behaviour and how to seek help;
- collective worship, assemblies and curriculum opportunities that promote empathy, equality and inclusion;
- positive representation of different families, cultures, faiths, disabilities and backgrounds;
- teaching pupils to recognise bullying, discrimination and harmful behaviour and to understand the difference between bullying and ordinary friendship conflict;
- active supervision and attention to locations or times where concerns may arise;
- pupil voice and opportunities for children to tell adults when something does not feel right;
- challenging discriminatory language, stereotypes and prejudicial behaviour;
- working in partnership with parents and carers.

6. How pupils can report bullying

Children are regularly reminded that they should tell an adult if they are being bullied, if they are worried about another child or if something has happened online. They may speak to any trusted adult in school, including their class teacher, teaching assistant, welfare staff or a member of the senior leadership or safeguarding team.

Children can also use the school's pupil voice box where they find it easier to raise a concern in writing. Child-friendly posters around school identify adults children can speak to, and reporting routes are reinforced through assemblies, classroom discussion and PSHE/Relationships Education.

A child who reports bullying will be listened to, taken seriously and reassured that they have done the right thing by telling someone. Staff will not promise secrecy; information will be shared only with people who need it in order to help keep the child safe and respond appropriately.

7. How staff will respond

Staff will take all reports of bullying seriously. The immediate priorities are to ensure safety, listen carefully, establish what has happened and prevent further harm.

Staff will:

- listen separately to the children involved and avoid making assumptions before the facts are established;
- record relevant information and report concerns through the school's agreed systems, including CPOMS where appropriate;
- inform the class teacher and senior leader/DSL as appropriate to the seriousness or nature of the concern;
- consider whether the behaviour meets the threshold for bullying, child-on-child abuse, discrimination or another safeguarding concern;
- provide appropriate support to the child who has experienced bullying;
- address the behaviour of the child or children responsible and help them understand its impact;
- contact parents/carers as appropriate and keep them informed;
- agree actions to reduce the risk of recurrence and monitor whether these are working;
- consider whether wider class, year-group or whole-school work is needed without identifying individual children.

8. Supporting the child who has experienced bullying

Support will be based on the child's needs and wishes. It may include a named trusted adult, regular check-ins, changes to supervision or routines, support with friendships, pastoral support, restorative work where appropriate and safe, and referral to additional services where necessary.

Staff will be careful not to place responsibility on the child who has been bullied to solve the problem or to change reasonable behaviour in order to avoid being targeted. The child's voice will be considered when planning support.

9. Responding to the child who has bullied

Bullying behaviour must be challenged, but the response should also help the child understand the harm caused and develop safer, more respectful ways of behaving.

Responses may include:

- clear explanation that the behaviour is unacceptable and why;
- consequences in accordance with the Positive Relationships / Behaviour Policy;
- work to develop empathy, emotional regulation, social understanding or problem-solving;
- restorative work where this is appropriate, voluntary and safe for the child who has been harmed;
- increased supervision or changes to arrangements where necessary;
- individual support or SEND-informed strategies;
- parent/carer meetings;
- support from external agencies where concerns are persistent, serious or linked to wider needs.

Repeated or serious bullying will be escalated to senior leaders. The school will consider the needs of all children involved, including whether a child displaying bullying behaviour may themselves need safeguarding, SEND or pastoral support.

10. SEND, disability and reasonable adjustments

When responding to bullying or alleged bullying, staff will consider pupils' age, developmental level, communication needs, SEND and disability. Reasonable adjustments will be made so that children can report concerns, understand questions and participate fairly in any investigation or restorative process.

SEND or disability does not excuse bullying, but staff will consider whether a child's needs affect their understanding, communication, emotional regulation or behaviour and will adapt support accordingly. The school will also take particular care to identify and respond to disability-related bullying.

11. Prejudice-based and discriminatory bullying

St George's will challenge prejudice-based and discriminatory bullying and language. Incidents will be considered in the context of the Equality Act 2010 and the school's equality and safeguarding duties.

Where appropriate, incidents will be recorded in a way that enables leaders to identify patterns and take preventative action. A discriminatory incident may require action even where it is a one-off event and does not meet the school's definition of repeated bullying.

12. Online bullying

Online bullying can take place at any time and can rapidly reach a wide audience. Pupils are taught how to behave safely and respectfully online and how to seek help.

Where cyberbullying is reported, the school may ask parents or pupils to preserve relevant evidence such as messages or screenshots rather than deleting it. The school will respond where online behaviour has an impact on pupils in school or is connected to the school community.

St George's does not permit pupils to bring mobile phones into school. This forms part of the school's safeguarding arrangements and supports a phone-free school day.

13. Parents and carers

Parents and carers who are concerned that their child is being bullied, or that their child may be bullying another child, should contact the class teacher promptly. Serious safeguarding concerns may be raised directly with the DSL or senior leadership team.

Parents can support the school by:

- encouraging their child to speak openly about what has happened;
- avoiding direct confrontation with another child or family;
- preserving relevant online evidence;
- working with the school while concerns are investigated and monitored;
- reinforcing respectful behaviour and safe online conduct at home.

If a parent remains dissatisfied with the school's handling of a concern, they may use the school's Complaints Procedure.

14. Roles and responsibilities

Executive Headteacher

The Executive Headteacher is responsible for ensuring that anti-bullying expectations are implemented, that staff understand how to respond and that the Governing Body receives appropriate assurance about the effectiveness of the school's approach.

Designated Safeguarding Lead

The DSL ensures that bullying concerns with a safeguarding dimension are responded to in accordance with the Child Protection and Safeguarding Policy and that referrals to external agencies are made where required.

All staff

All staff must notice, challenge and report bullying or suspected bullying, listen to children and follow school procedures consistently. Staff should never dismiss behaviour as 'banter', 'just having a laugh' or an inevitable part of growing up where a child is being harmed.

Governing Body

The Governing Body supports the school in preventing bullying, monitors the effectiveness of the policy and seeks assurance that appropriate records, safeguarding responses and preventative measures are in place.

15. Recording, monitoring and evaluation

The school will keep appropriate records of reported bullying and actions taken. Safeguarding-related incidents will be recorded in accordance with safeguarding procedures. Leaders will monitor records for repeated incidents, vulnerable pupils, locations, times, groups or types of bullying that may indicate a wider pattern.

Monitoring will inform staff training, supervision, curriculum work, pupil voice and school improvement. Information reported to governors will normally be anonymised and handled in accordance with data protection requirements.

16. Related policies

- Positive Relationships / Behaviour Policy;
- Child Protection and Safeguarding Policy;
- Online Safety Policy;
- SMSC and Fundamental British Values Policy;
- PSHE Education Policy (including RSE);
- Equality / Disability Equality arrangements;
- SEND Policy;
- Complaints Procedure;
- Staff Code of Conduct.

17. Review

This policy will be reviewed in accordance with the school's Policy Review Schedule and sooner if legislation, statutory guidance, safeguarding requirements or school procedures change.