



Anti-Bullying Policy

GEORGE STREET PRIMARY SCHOOL

"Believing in Every Child"

Approved by

Head Teacher: Angela Hughes

Chair of Governors:

Last reviewed on: 2 December 2025

Next review due by: December 2027

George Street Primary School has consistently high expectations of our pupil's behaviour without exception. We believe that excellent behaviour is imperative in order to ensure that all children's right to an outstanding education is respected. We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values: **Ready, Respect & Safe**.

Ready: to take on new challenges, learning and to be able to successfully be part of society

Respect: to value and treat others and oneself with high regard

Safe: to keep yourself and others safe with the choices you make in all aspects of life

Introduction

At George Street Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At George Street Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

Our school is committed to working with staff, Governors, pupils and parents/carers to create and maintain a school community where bullying is not tolerated.

This policy is closely linked with our Positive Behaviour Policy, Behaviour Statement, Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

At George Street Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is usually physical hurting, name calling, giving unkind looks or leaving people out of activities/games;
- Bullying usually happens when the relationship is imbalanced;

Types of Bullying

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual

Roles and responsibilities

Angela Hughes, Headteacher is the named member of staff on the Senior Leadership Team responsible for anti-bullying.

The Headteacher and Senior Leadership Team along with the Governing Body has a responsibility to promote the school ethos of inclusion and to promote wellbeing and safeguarding. They also have a responsibility to report incidents of bullying and to monitor and review the implementation and impact of this policy. All teaching and support staff have a responsibility to contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive. Pupils have responsibility for reporting any incidents of bullying experienced or witnessed and to actively promote a no-bullying environment. Parents have a responsibility to support our work on preventing and dealing with bullying and safeguarding.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual focus on 'Anti-bullying' is held to further raise awareness.

E-safety is an important part of the George Street curriculum and information for parents is included in newsletters and on the School's website. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

School Values

Our School Values are regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced. Our school values are:

Ready: to take on new challenges, learning and to be able to successfully be part of society

Respect: to value and treat others and oneself with high regard

Safe: to keep yourself and others safe with the choices you make in all aspects of life

Positive Behaviour Policy

Our Positive Behaviour Policy includes rewards and consequences which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Assistant Headteacher or senior member of staff and recorded on CPOMS so that any subsequent conversations or work can be attached to the thread.

In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies),

further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.