

Anti-Bullying Strategy

2025-26



Greenside Primary School

Inspire Nurture Challenge

Approved by: Ciara Finney	Date: February 2026
Last reviewed on: February 2026	Next review due by: February 2027

1. Statement of Principle

At Greenside Primary School, bullying is serious misbehaviour.

It undermines safety.
It damages wellbeing.
It disrupts learning.
It will not be tolerated.

Every pupil has the right to feel safe, valued and respected, and to learn free from fear or disruption. This reflects our written statement of behaviour principles.

Bullying is addressed through our Behaviour Blueprint, safeguarding systems and restorative approach, alongside proportionate sanctions.

2. Definition of Bullying

In line with our Behaviour Policy, bullying is:

Repetitive
Intentional
Involving an imbalance of power

It is deliberately hurtful, repeated over time and difficult to defend against.

A single incident of unkindness or conflict is not automatically bullying. However, all harmful behaviour is addressed promptly and proportionately.

3. Types of Bullying

Bullying may be:

- Emotional - exclusion, humiliation, intimidation
- Physical - hitting, pushing, damaging belongings
- Verbal - name-calling, threats, persistent teasing
- Prejudice-based or discriminatory, including:
 - Racist
 - Faith-based
 - Sexist
 - Homophobic or biphobic
 - Transphobic
 - Disability-based
 - Sexual - unwanted touching, sexual comments, sexualised behaviour
 - Online or cyber - including misuse of messaging apps, gaming platforms, social media or AI-generated content

Discriminatory bullying and sexual harassment are treated as serious behaviour and referred immediately to SLT.

4. Legal and Statutory Framework

This strategy reflects:

- Keeping Children Safe in Education 2025
- Behaviour in Schools 2024
- Equality Act 2010
- Education and Inspections Act 2006
- Suspension and Permanent Exclusion Guidance 2023

Bullying may meet the threshold for safeguarding or criminal behaviour. Where this is the case, the DSL and Headteacher will take appropriate action, including referral to external agencies.

5. Prevention

Prevention is rooted in strong culture, clear expectations and consistent adult response.

We:

- Teach pupils the difference between conflict and bullying
- Teach pupils how to report concerns
- Challenge discriminatory language immediately
- Educate pupils about online safety and digital responsibility
- Reinforce respectful behaviour through PSHCE, assemblies and SMSC

There are no neutral bystanders. Pupils are taught that enabling harm is not acceptable.

Staff model calm, consistent and relational practice at all times.

6. Reporting Bullying

Pupils are encouraged to:

- Speak to any adult
- Speak to their class teacher
- Speak to a member of SLT
- Ask a parent to contact school

Parents should report concerns promptly to the class teacher in the first instance.

All reports are taken seriously and investigated.

7. Responding to Bullying

Bullying is categorised as serious misbehaviour under the Behaviour Policy.

This means:

- Immediate referral to SLT
- Incident recorded on Arbor
- Parents informed the same day

- Restorative conversation facilitated
- Sanctions applied in line with the Behaviour Policy

Where appropriate, we will:

- Conduct a risk assessment
- Involve the DSL
- Consider safeguarding implications
- Monitor for patterns linked to protected characteristics

8. Restorative Approach

Restorative conversations are used to:

- Establish what happened
- Understand impact
- Repair relationships
- Set clear expectations moving forward

Restoration does not replace consequences. It supports accountability and behavioural change.

9. Supporting the Victim

We prioritise safety and reassurance.

Support may include:

- Immediate check-in
- Increased supervision
- Pastoral support
- Parent meetings
- Safe space arrangements
- Ongoing monitoring
- Referral to external services if required

Victims are never blamed.

10. Supporting the Pupil Who Has Bullied

We believe in accountability and change.

Support may include:

- Structured restorative work
- Behaviour targets
- Increased supervision
- Parent meetings
- Behaviour plans
- Referral to SENCO if underlying needs are suspected

Sanctions may include:

- Removal from class
- Internal exclusion
- Suspension
- Permanent exclusion in severe or repeated cases

11. Online Bullying

Sanctions apply to online behaviour when:

- It causes harm to another pupil
- It disrupts school life
- It damages the school community

AI-generated content used to harm others is treated as cyber bullying.

12. Monitoring and Accountability

All incidents are logged on Arbor.

SLT monitor:

- Frequency
- Recurrence
- Location patterns
- Trends by protected characteristics

Data is reviewed termly in line with Behaviour Policy monitoring procedures.