Tanfield Lea Community Primary School

Anti-Bullying Policy

Opening Doors, Enriching Lives

Revised September 2026

1 Introduction

1.1 Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. Bullying is unwanted and can be aggressive behaviour that involves a real or perceived power imbalance. It also is repeated or has potential to be repeated. It can happen face to face or online.

1.2 There is considerable evidence to show that bullying has both short term and longer term impact on children. Bullying impacts on children's wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement and can lead to mental health concerns such as anxiety and depression.

1.3 Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology eg photos and videos
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

2 Aims and Objectives

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The Role of Governors

3.1 The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

4 The Role of the Head Teacher

4.1 It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head Teacher

reports to the governing body about the effectiveness of the Anti-Bullying Policy on request.

4.2 The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children by the provision of a Personal, Social, Health and Economic Education (PSHE) curriculum, assemblies, as well as talking to children, both in groups, and individually, when incidents occur. For example, if an incident occurs, the Head Teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour is wrong.

4.3 The Head Teacher ensures that all staff receive sufficient information to be equipped to deal with all incidents of bullying. All staff have received training in using the Child Protection On-line Management System (CPOMS) to report incidents.

4.4 The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. The school has a team of Anti-Bullying Champions who support other children.

4.5 All incidents will be dealt with through the 'rewards and consequences' section of the Behaviour Policy. If behaviours continue, we will invite the child's parents into the school, to discuss the situation. In more extreme cases, for example, where these initial discussions have proven ineffective, the Head Teacher may consider a fixed-term exclusion as well as the involvement of external support agencies such as The Behaviour Intervention Team.

5 The Role of the Teacher

5.1 Teachers in our school take all forms of bullying seriously. Teachers educate children about tolerance and mutual respect through assemblies, PSHE lessons and discussions. Therefore, they intervene to prevent incidents from taking place.

5.2 If teachers witness an act of bullying, they do all they can to support the child who is being bullied.

5.3 If a child discloses an allegation of bullying or a teacher has concerns based on a series of incidents, they inform the Head Teacher via CPOMS.

5.4 If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying. We spend time talking to the child who has bullied; we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. Teachers may also address issues of bullying within PSHE sessions, in the classroom.

5.5 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

5.6 When children report their concerns our staff are trained to listen and believe. We involved children as far as possible in finding solutions.

6 The Role of Parents/Carers

6.1 Parents/Carers, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they have ongoing concerns, they should contact the Head Teacher.

6.2 Parents/Carers have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school.

6.3 Parents should not confront the bully or their parents. This can complicate the situation and distress the child.

6.4 The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.

6.5 If parents feel that their concern has not been dealt with appropriately they should follow the school's Complaint Policy.

7 Monitoring and Review

7.1 This policy is monitored regularly by the Head Teacher, who reports to governors about the effectiveness of the policy on request.

7.2 The Anti-Bullying Policy is the governors' responsibility and they review its effectiveness regularly. They do this by discussion with the Head Teacher.