TUDOR COURT PRIMARY SCHOOL

ANTI-BULLYING POLICY

Reviewed – HT	November 2025
Assigned to Committee	FGB
Frequency of Review	Every 3 Years
Agreed by the Governing Body	January 2026

To be read alongside: Behaviour Policy and Child Protection & Safeguarding Policy.

Policy Statement

Tudor Court Primary School is committed to providing a safe, respectful and inclusive environment where all pupils can learn and thrive. Bullying is unacceptable under any circumstances. All pupils should feel confident to report concerns and trust that incidents will be dealt with promptly, sensitively and effectively. This policy is informed by: *Preventing and Tackling Bullying* (DfE, 2017). *Keeping Children Safe in Education* (DfE, 2025). Tudor Court is committed to developing an anti-bullying culture in which bullying of children, young people or adults is never tolerated.

Aims and Objectives

We aim to:

1. Prevent bullying by promoting a positive and respectful school ethos.
2. Provide a safe and secure environment where pupils can learn without fear or anxiety.
3. Ensure a consistent and effective response to all bullying concerns.
4. Make clear the responsibilities of pupils, staff and parents in preventing and addressing bullying.
5. Work in close partnership with parents and carers to prevent bullying and respond effectively when concerns arise.
6. Support the Government's vision that every child should be healthy, safe, engaged, successful and prepared for future independence.

All pupils and members of our school community should:

- Grow and develop in a safe environment, free from prejudice and discrimination.
- Be listened to and have their views taken seriously.
- Be treated with dignity and respect.
- Feel a sense of belonging and be valued.
- Trust that their needs and interests are central to all decisions.

Our anti-bullying approach is built on the principles that:

- Bullying of any kind is unacceptable.
- All incidents will be taken seriously and dealt with appropriately.
- Accurate records of confirmed incidents will be maintained.
- Follow-up checks will ensure bullying has not continued.
- New pupils and families will be informed of the school's anti-bullying expectations.

What Is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another person physically or emotionally. It often involves an imbalance of power that may be:

- Physical
- Social
- Emotional
- Verbal
- Intellectual
- Online/digital

Child-on-Child Abuse

In line with KCSIE (2025), bullying may form part of wider child-on-child abuse, which can include:

- Physical aggression
- Sexual harassment or sexual violence
- Harmful sexual behaviour
- Online abuse
- Coercive behaviour
- Initiation/hazing
- Prejudice-based behaviour

Such behaviour is never dismissed as "banter" or "part of growing up". Any incident raising safeguarding concerns will be reported to the DSL and managed under safeguarding procedures.

What Can Bullying Look Like?

Bullying can happen to any child and may take many different forms. It can include:

- Bullying related to appearance - comments or actions targeting how someone looks.
- Bullying linked to mental health - mocking, belittling or exploiting someone's emotional wellbeing.
- Physical bullying - pushing, kicking, hitting, punching or any use of physical aggression.
- Emotional or psychological bullying - threats, manipulation, deliberate isolation, humiliation or ridicule.
- Verbal bullying - name-calling, teasing, belittling, taunting or spreading rumours.
- Sexual or sexist bullying - unwanted comments or behaviour of a sexual nature, sharing sexual images/videos, pressuring someone into sexual activity.
- Bullying of vulnerable groups - including young carers, children in care, and pupils with protected characteristics.
- Cyberbullying (online bullying) - harmful messaging, misuse of social media, calls, group chats, image sharing or online harassment.
- Prejudice-based bullying**,** including behaviour related to:

- Race, ethnicity, nationality, culture or religion (or lack of religion)
- Special Educational Needs or Disabilities (SEND)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity or expression (including transphobic bullying)

Bullying Outside School

The school will respond to bullying incidents outside school which impact pupil safety or wellbeing. These include:

- Bullying on the way to or from school
- Incidents in the community
- Cyberbullying through social media or messaging apps

Headteachers may discipline pupils for misbehaviour off-site under Section 89 of the Education and Inspections Act 2006.

Preventing Bullying

At Tudor Court Primary School, we take a proactive approach to preventing bullying and building a culture of kindness, respect, and inclusion. We believe that strong relationships, clear expectations, and a positive school ethos are key to reducing the likelihood of bullying occurring.

To prevent bullying, we:

Promote a Positive School Culture

- Foster an environment where respect, kindness and inclusion are consistently modelled and celebrated.
- Reinforce positive behaviour through our Behaviour Policy and whole-school expectations.

Embed Anti-Bullying Education Across the Curriculum

- Teach pupils about relationships, respect, diversity and empathy through PSHE and RSE lessons.
- Provide a carefully sequenced Online Safety Curriculum that teaches children how to stay safe online, recognise risks and respond appropriately to concerns.
- Use assemblies, circle time and class discussions to reinforce anti-bullying messages.

Raise Awareness Throughout the Year

- Take part in national and whole-school events such as Anti-Bullying Week and Odd Socks Day to highlight the importance of standing up against bullying.
- Use themed activities, workshops and resources to strengthen pupils' understanding of bullying and how to prevent it.

Develop Staff Expertise

- Ensure all staff receive regular training on identifying, preventing and responding to bullying, child-on-child abuse and online harm.
- Maintain consistent expectations across all staff so pupils experience a predictable and safe environment.

Monitor Behaviour and Wellbeing

- Use CPOMS to track behaviour patterns, emerging concerns and vulnerable pupils.
- Increase staff supervision in key areas such as playgrounds, corridors and lunch halls.
- Encourage pupils to share concerns through worry boxes, trusted adults and open conversations.

Promote Pupil Voice

- Involve the School Council in shaping anti-bullying initiatives and reviewing how safe pupils feel.
- Gather pupil feedback regularly to inform school practice and identify areas of need.

Build Strong Partnerships with Parents and Carers

- Provide clear communication about our anti-bullying expectations.
- Share guidance on online safety and how families can support respectful behaviour at home.
- Encourage parents to report concerns early so we can act quickly and effectively.

Reporting Concerns

Pupils can report bullying to:

- Any trusted adult
- Class teacher or support staff
- Family Support Worker
- The Designated Safeguarding Lead (DSL)

Staff must:

- Take all concerns seriously
- Listen, reassure and avoid blame
- Record concerns promptly on CPOMS
- Inform SLT/DSL where appropriate

Parents should:

- Report concerns to the class teacher, SENCO, SLT or Headteacher
- Not approach the other child or their parents directly

Responding to Bullying

All reports will be:

1. Investigated promptly
2. Recorded on CPOMS
3. Risk-assessed for any safeguarding concerns
4. Shared with parents/carers of all involved pupils
5. Followed up to ensure issues do not reoccur

The school ensures:

- Support for the child who has been bullied
- Appropriate action for the child exhibiting bullying behaviour
- Restorative approaches when appropriate and safe

Guidance for Parents and Carers

Tudor Court Primary School recognises the vital role that parents and carers play in preventing and addressing bullying. Working in partnership with families helps ensure that concerns are identified early and that children feel supported both at home and at school.

If your child tells you they are being bullied, we ask that you:

- Listen calmly and take their concerns seriously. Reassure your child that they have done the right thing by speaking up.
- Avoid overreacting or placing blame. Remaining calm helps your child feel safe and supported.
- Reassure your child that bullying is not their fault. Explain that the school will take appropriate action to help keep them safe.
- Check the facts carefully. Not all conflict or friendship difficulties are bullying; staff can help determine what support is needed.
- Encourage your child to talk to a trusted adult at school, such as their class teacher or another member of staff.
- Report concerns promptly to the school, following the communication routes outlined in this policy, so that issues can be addressed quickly and effectively.
- Do not approach other pupils or their families directly, as this can escalate situations and make them more difficult to resolve.
- Work in partnership with the school by attending meetings, engaging with agreed strategies, and reinforcing expectations for respectful behaviour at home.

Parents and carers also play an important role in preventing bullying, particularly by:

- Promoting kindness, respect and inclusion at home
- Supporting safe and responsible use of technology and social media
- Encouraging children to speak openly about worries or concerns
- Reinforcing the message that bullying, in any form, is unacceptable

The school is committed to working openly and constructively with families and will keep parents informed when concerns are raised, investigated, and reviewed.

Support for Pupils

For pupils who have experienced bullying:

- Safe spaces - access to designated areas where they feel protected.
- Trusted adult support - regular opportunities to speak with a known member of staff who can listen, reassure, and advocate for them.
- Pastoral support, mentoring or counselling - targeted emotional support to rebuild confidence, resilience, and sense of safety.
- Restorative meetings (where appropriate) - facilitated discussions that allow the pupil's voice to be heard and help repair harm in a safe and structured way.
- Ongoing check-ins - frequent follow-up to monitor wellbeing, ensure the bullying has stopped, and provide early intervention if concerns re-emerge.
- Support with friendships - help to rebuild or establish positive social relationships.
- Curriculum or targeted interventions - sessions that build self-esteem, assertiveness, or social skills, where needed.

For pupils who have engaged in bullying behaviour:

- Reflection and behaviour work - structured activities to help them understand the impact of their actions and develop empathy.
- Pastoral or counselling support - addressing underlying issues such as anxiety, peer pressure, low self-esteem, or external influences.
- Family involvement - working collaboratively with parents/carers to reinforce expectations and support behaviour change.
- External agency support if needed – - signposting or referrals to specialist services where behaviour is persistent or linked to wider concerns.
- Clear expectations and consequences - consistent boundaries, behaviour plans, and monitored targets to support accountability and positive change.
- Restorative approaches - where appropriate, opportunities to repair relationships and learn from the experience.
- Ongoing monitoring - regular reviews to ensure improved behaviour is sustained.

Sanctions

Sanctions will be proportionate, consistent and aligned with the Behaviour Policy. They may include:

- • Verbal warning
- • Loss of privileges
- • Removal from class or social areas
- • Behaviour contract
- • Internal exclusion
- • Exclusion from after-school activities or trips
- • Fixed-term suspension
- • Permanent exclusion (in the most serious cases)

Police may be contacted where behaviour may constitute a criminal offence.

Roles and Responsibilities

All Staff

- Challenge inappropriate behaviour consistently and confidently.
- Record and report concerns following school procedures and within required timescales.
- Support pupils involved in bullying incidents, ensuring their voices are heard.
- Model positive relationships and respectful communication.
- Work collaboratively with colleagues to prevent escalation.

DSL:

- Oversee any cases involving safeguarding or child-protection concerns linked to bullying.
- Ensure accurate, timely recording and appropriate follow-up actions.
- Liaise with external agencies where necessary.
- Provide guidance and training to staff on recognising and responding to bullying concerns.
- Monitor patterns and identify vulnerable pupils.

Headteacher:

- Ensure effective implementation of the anti-bullying policy across the school.
- Report patterns, trends, and serious incidents to governors.
- Promote a whole-school anti-bullying culture through assemblies, curriculum input, and staff development.
- Allocate resources and training to support prevention and intervention.
- Ensure staff feel confident and supported in addressing bullying.

Governors:

- Monitor and review the effectiveness of the anti-bullying policy and practice.
- Ensure statutory duties related to safeguarding and behaviour are met.
- Hold leaders to account for promoting a safe, respectful environment.
- Receive regular reports and challenge where improvements are needed.
- Champion equality and inclusion within the school ethos.

Parents/Carers:

- Support the school's anti-bullying approach and reinforce key messages at home.
- Report concerns promptly and work in partnership with the school.
- Avoid direct confrontation with other families and follow communication procedures.
- Encourage children to talk openly about concerns and reassure them that bullying is taken seriously.
- Work with the school on agreed strategies where their child is involved.

Pupils:

- Treat others with respect, kindness, and understanding
- Report concerns about bullying - whether it happens to themselves or others
- Support peers appropriately and seek adult help when needed
- Take responsibility for their own behaviour and understand the impact of their actions
- Contribute to a positive school culture by being upstanders rather than bystanders

Monitoring and Review

The Headteacher and SLT monitor bullying patterns through CPOMS, behaviour logs and pupil voice. Governors analyse trends, including discriminatory or SEND-related bullying, and review policy effectiveness annually.

This policy will be reviewed every three years or sooner if required by legislative changes or school needs.

Helpful Advice and Support
You may find the following website useful for further information.

https://anti-bullyingalliance.org.uk/