Tidbury Green School
Dickens Heath Road
Tidbury Green
Solihull
B90 1QW

Policy Name

Anti-Bullying

Date of Review

Summer Term 2026

Next Review Date

Summer Term 2028

Agreed by Governors

Summer 2026

Date

June 2026

Policy:	Anti-bullying
People authorised to make changes to this policy:	• Mrs. R Fitter • Mrs. P Beach
Committee responsible for approving policy:	Full Governing Body

Questions for the reviewer of this policy:	
Does this policy comply with statutory requirements and is relevant legislation and guidance referenced in the policy?	Yes
Does the policy reflect current evidence-based good practice?	Yes
Is the policy consistent with the vision and ethos of the school?	Yes
Does the policy reflect current practice in the school?	Yes

After policy review:	
Changes made:	Some additions
Expected impact of updated policy:	Education
Updated policy sent to governors:	Spring Term 2023
Updated policy sent to staff:	Spring Term 2023
Updated policy put on website:	Spring Term 2023

1. Rationale

Everyone at Tidbury Green School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve their maximum potential. Bullying of any sort prevents this from happening and prevents equality of opportunity. It is everyone's responsibility to prevent bullying.

Where bullying exists, the child experiencing bullying must feel confident that they can activate the anti-bullying systems within the school to end the bullying behaviours. It is our aim to challenge attitudes about bullying behaviours, increase understanding for pupils affected by bullying and help build a positive, anti-bullying ethos in the school.

This document outlines how we make this possible at Tidbury Green School. Although the policy concentrates on the behaviours of the pupils it does apply to the whole school community and appropriate action will be taken wherever bullying is perceived or alleged.

This policy should be read alongside:

- Keeping Children Safe in Education (KCSIE) Current Edition
- Preventing and Tackling Bullying (DfE)
- Behaviour in Schools (DfE)
- Working Together to Safeguard Children
- Equality Act 2010
- SEND Code of Practice
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance
- Tidbury Green E-Safety Policy
- Tidbury Green Behaviour Policy
- Tidbury Green Safeguarding and Child Protection Policy

Allegations of bullying involving adults, including staff, parents, governors or volunteers, will be managed through the appropriate school policies and procedures.

2. Definitions of Bullying

Bullying is behaviour by an individual or group that is intended to hurt another person physically or emotionally and is repeated over time.

Bullying involves an imbalance of power, which makes it difficult for the person experiencing the behaviour to defend themselves.

To support children with this, we teach the acronym STOP which explains that bullying happens Several Times On Purpose.

The school will work hard to ensure that all pupils know the difference between bullying and falling out (conflict), which is a normal part of a child's development and helps to build resilience.

Falling out (conflict) is a disagreement or argument in which both sides express their views, where there is equal power between those involved and when the behaviours stop or change, when it is understood that they are hurting someone

3. Types of Bullying

Bullying may be motivated by prejudice and discrimination and may be linked to protected characteristics under the Equality Act 2010, including:

- Race
- Religion or belief
- Disability
- Sex
- Sexual orientation
- Gender reassignment
- Special educational needs
- Appearance
- Health conditions
- Home circumstances. Young carers or looked-after children, or children affected by domestic violence, criminal activity, bereavement, being part of a refugee family, or siblings being bullied by association.

4. Forms of Bullying

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any other use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Prejudice-based bullying - including homophobic, biphobic and transphobic bullying, whether directed at an individual because of their actual or perceived sexual orientation or gender identity, or because they are associated with someone who has these characteristics
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - Cyberbullying may include: social media platforms, online gaming, messaging services, sharing images or videos without consent, creating fake accounts, excluding others from online groups, or threatening, intimidating or humiliating behaviour online. Cyberbullying may take place both inside and outside school and will be treated seriously whenever it impacts on pupils' wellbeing or school life.

Some bullying incidents may be a safeguarding concern. Staff will consider whether the behaviour indicates:

- Child-on-child abuse
- Sexual harassment
- Sexual violence
- Harmful sexual behaviour
- Online abuse
- Hate incidents
- Child exploitation
- Serious violence

Such concerns will be managed in accordance with the school's Safeguarding and Child

Protection Policy.

5. Prevention

We will be vigilant for signs of bullying and will always take reports of incidents seriously. Prevention is better than cure so we will use the curriculum whenever possible to reinforce the ethos of the school and to help pupils to develop strategies to help combat bullying-type behaviours.

As and when appropriate, the following may be used:

- Anti-Bullying Weeks
- PSHEE (Personal, Social, Health, Economic Education) Jigsaw lessons
- Class reading texts
- Circle Time
- Lunchtime playground buddies, school prefects and friendship stop/bench
- Class, School Council and Eco Committee
- Assemblies
- Online safety curriculum
- Family Support Worker Intervention
- Thrive Approach mentoring for pupils
- Pupil voice surveys
- Protected characteristics education
- Mental health and wellbeing support

6. Responding to Bullying

Pupils will be regularly reminded that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

The school may respond to bullying behaviour that occurs outside school where:

- It affects a pupil's education or wellbeing.
- It creates conflict within school.
- It involves online behaviour between members of the school community.

When bullying is evident or reported:

- Staff will intervene when bullying is reported.
- Staff will investigate – listen to all parties and witnesses.
- All allegations, reports and confirmed incidents of bullying will be recorded and monitored by senior leaders. Patterns and trends will be reviewed to identify any recurring concerns or vulnerable groups.
- The child affected by bullying behaviours will be made aware that the incident will be dealt with.
- A suitable sanction will be implemented for the child displaying bullying behaviour in order to modify or change the behaviours.
- Parents of the child displaying bullying behaviour will be asked to attend a meeting to discuss their child’s behaviour and work together with school to stop and change the behaviours.

- The parents of the child experiencing bullying will be informed and invited to meet with an appropriate member of staff. If appropriate additional support will be provided either internally or externally.
- Staff will monitor the behaviour of both child experiencing bullying and child displaying bullying behaviour

There are various strategies that the school may apply if more than one pupil is involved in repeated behaviours to another child e.g. circle time or group mentoring. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Setting up a buddy system, or peer counselling, possibly with pupils who already hold a position of responsibility, such as School Council, head boy and girls, or prefects can also be beneficial.

The child experiencing bullying will be:

- listened to
- given support
- helped to develop strategies to prevent re-occurrence (without the use of physical retaliation) through accessing internal or external support services

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. A clear account of the incident will be recorded and given to the Headteacher, Assistant Headteacher or Phase Leader. The HT, AHT or Phase Leader will interview the children concerned and will report the outcome to the class teacher/teachers of those children. Other staff will be alerted to watch out for further occurrence. Parents of all pupils involved will be contacted by the HT, AHT or Phase Leader.

- The first priority will be to support the child experiencing bullying. The child experiencing bullying will be reassured and offered further support and efforts will be made to restore confidence and self-esteem.

- Staff will undertake follow-up checks with the child experiencing bullying at agreed intervals to ensure the behaviour has ceased and that the child feels safe.

- Sanctions will be applied to the child displaying bullying behaviour, as appropriate to their age and stage of development.

Sanctions will be given in line with the school Behaviour Policy and may include, but are not limited to:

- Removal of privileges.
- Removal from the playground for a period of time in order that the child experiencing bullying may play safely in the knowledge that the bully is not present. The pupil will either be kept in by the class teacher, or a senior member of staff, senior leader

- Immediate parental involvement.
- Removal of the child displaying bullying behaviour from the classroom. Time out in another class or with a senior member of staff.
- Alternative supervised arrangements may be put in place during lunchtime where appropriate.

The child displaying bullying behaviour will be helped to understand the impact of their actions on the child experiencing bullying, what happened and why it happened using restorative techniques and questions as outlined in the school Behaviour Policy. They will be helped to understand that what they have done is wrong and that they need to change their behaviour. Parents will be asked to work together to help to change or stop the bullying behaviours.

7. Parental Involvement

The parents of child displaying bullying behaviour and their child experiencing bullying will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the behaviour. The child displaying bullying behaviour will also be reminded of the possible consequences of their behaviour and the sanctions for repeated incidents will be clearly explained to him/her.

A parent should inform the class teacher in the event that he/she believes that a child is being bullied.

Parents have a responsibility to support the school's behaviour and anti-bullying policy.

This policy is seen as an integral part of our Behaviour Policy.

8. Monitoring and review

The school and governing body will review this policy annually and assess its implementation and effectiveness.

All members of the school community have a duty to ensure that all pupils are protected at all times. The Headteacher and senior leaders will monitor incidents of bullying, analyse patterns and trends, and evaluate the effectiveness of actions taken to prevent bullying.

Anonymised information regarding bullying incidents, trends and actions taken will be reported to governors at least annually, and more frequently where patterns or concerns are identified. Governors will provide challenge and support to ensure that the school's anti-bullying procedures remain effective and compliant with current guidance and legislation.

9. Helpful Organisations

- Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk
- Kidscape – www.kidscape.org.uk
- Childline – www.childline.org.uk
- NSPCC – www.nspcc.org.uk
- CEOP – www.ceop.police.uk
- Internet Matters – www.internetmatters.org