



Anti-Bullying Policy



Staff Responsible:	Miss Elliott
Governor Committee:	Teaching & Learning
Status & Review:	Autumn 2026
Next Review Date:	Autumn 2027

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also considers the DfE statutory guidance "[Keeping Children Safe in Education](#)" September 2025.

1. Bullying Statement and School Ethos

Town Farm Primary School understands that pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. We aim to provide a safe, caring and inclusive environment for all children. We promote equity, integrity, resilience and respect, with an emphasis on good manners and understanding across the school. All members of the school community recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying, our school can create a safe and open environment, where pupils are able to learn well and fulfil their potential.

Our community:

- Understands the importance of challenging inappropriate behaviours between children.
- Understands the difference between bullying and friendship fallouts.
- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and that everyone abides by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with families regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from effective anti-bullying practice elsewhere.

- Utilises support from the Local Authority and other relevant organisations when appropriate.

2. Policy objectives

This policy outlines what Town Farm Primary School will do to prevent and tackle all forms of bullying.

- The policy has been adopted with the involvement of the whole school community.
- Town Farm Primary School is committed to developing an anti-bullying culture where the bullying of adults and children is not tolerated in any form.

3. Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4. Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Families to support their children and work in partnership with the school.
- Pupils to abide by the policy.

5. Definition of Bullying

- Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can also be defined as “The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.” (The Anti-Bullying Alliance)
- Bullying can include name calling, taunting, mocking, hurtful ‘banter’, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online bullying or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites, AI and apps, and sending offensive or degrading photos or videos.
- Town Farm Primary School recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.
- Bullying is recognised by the school as being a form of child on child abuse but that:
 - Abuse is abuse and it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

6. Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Online bullying or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

7. What bullying is NOT

Bullying is behaviour that is intended to hurt, is repeated and where there is an imbalance of power (when it is hard for the person being bullied to defend themselves). This means that one off incidents or friendship fallouts are not usually bullying behaviour though they may still be upsetting and cause harm.

8. Signs and symptoms of bullying

A child may indicate, by different signs of behaviour, that he or she is being bullied. Adults need to be aware of these signs and investigate further if a child:

- Becomes withdrawn, anxious or lacking in confidence.
- Cries themselves to sleep at night or has nightmares.
- Begins to underperform at school.
- Has unexplained cuts or bruises.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what is wrong.
- Feels repeatedly ill in the morning.
- Becomes aggressive, disruptive or unreasonable.

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and taken seriously. This should be investigated as soon as possible.

9. Responding to Bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils should be able to tell an adult and know that incidents

will be dealt with promptly and effectively. We are a 'TELLING' school. This means that anyone, including a bystander, who knows that bullying is happening, is expected to report the bullying incident at the earliest opportunity to a trusted adult.

Any instances of bullying can be reported by a child, parent or trusted adult from the school community to the school through:

- TELLING the class teacher.
- TELLING any member of staff or a trusted adult.
- TELLING a member of the Leadership or Safeguarding Team.
- TELLING the Lead for Anti-Bullying: Miss Elliott.
- TELLING a Learning Mentor

Procedures In this school

Town Farm Primary School aims to deal with all reported incidents of bullying immediately in line with the Anti-Bullying Policy and/or the Complaints Policy and takes a Restorative approach (see appendix 1). The Anti-Bullying Lead is responsible for coordinating the recording system. The following steps may be taken when dealing with all incidents of bullying reported to the school:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
2. The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
3. The Headteacher/Designated Safeguarding Lead (DSL) responsible for Anti-Bullying within the school will gather information from all parties involved.
4. The DSL will be informed of all bullying issues where there are safeguarding concerns.
5. A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken on the school's Anti-Bullying documentation.
6. The school will ensure families are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
7. Parents of the pupils involved may be asked to attend a formal meeting at school.
8. Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
9. If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
10. Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (e.g. screenshots) of the bullying

activity to assist any investigation.

- Take all available steps where possible to identify the person responsible. This may include:
 - Looking at use of the school systems;
 - Identifying and speaking to possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to, or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law. (Note: Town Farm Primary School will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the schools' powers are used proportionately and lawfully).
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- If possible, the pupils will be reconciled through conflict resolution and Restorative Justice practices to empower any victims.
- Provide ongoing support which may include working and speaking with a nominated trusted adult, a support plan to monitor the victim and restore self-esteem and confidence, ELSA work, learning mentor support, or an offer of formal counselling or other specialist advice and guidance for example support through Early Help or the schools attached Primary Mental Health worker .

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Providing appropriate education and supporting intervention for the child demonstrating bullying-type behaviour.
- Informing families to help change the attitude and behaviour of the child.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Consequences, in line with school behaviour policy; this may include:
 - official warnings,

- internal exclusions,
- removal of privileges (including online access when encountering cyberbullying concerns).
- In extreme or repeated cases, fixed term suspensions or permanent exclusion in line with the school Behaviour Policy and Surrey Exclusions Policy.
- Provide ongoing support which may include working and speaking with a nominated trusted adult, a support plan to monitor the victim and restore self-esteem and confidence, ELSA work, learning mentor support, or an offer of formal counselling or other specialist advice and guidance for example support through Early Help or the schools attached Primary Mental Health worker.

Parents of all parties involved will be informed of outcomes and discussion surrounding outcomes during a final formal meeting (*please refer to Complaints policy to see stages should a parent be unsatisfied with outcomes or promptness of response*).

Some people who have been bullied may retaliate violently against the perpetrators. In such cases the school will check the facts to establish the extent of the bullying, the effectiveness of the school's response to previous incidents and allow the pupil to put his or her case forward. Incidents in which a pupil has been persistently bullied and responds inappropriately should be considered differently from unprovoked incidents.

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

10. Strategies for the prevention and reduction of bullying

The whole school community will work together on the following whole school initiatives and proactive strategies, which will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

The Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognise the potential for pupils with SEN and disabilities to be disproportionately impacted by bullying and implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Openly discuss and celebrate differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Actively create 'safe spaces' for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide approaches for pupils, staff and families to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online.
- Raise awareness of bullying through the website and parent information workshops.
- Publishing useful links on the school website focussing on anti-bullying and how to deal with bullying effectively.
- Establish online safety rules and ensuring they are displayed and continuously discussed.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.

Education and Training

The whole school community will:

- Train all staff to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents and restorative justice approaches.

- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, Members of Parliament meetings.
- Ensure that anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week and online safety week.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem using Jigsaw materials (PSHE curriculum) as a basis for planning anti-bullying education.
- Collaborate with other local educational settings as appropriate and during key times of the year, e.g. during transition.

11. Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in school and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

12. Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

13. Monitoring and review: putting policy into practice

- The school will ensure that we regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

14. Links to other policies

This policy should be read and followed in conjunction with the following policies:

- Behaviour Policy
- Online Safety Policy
- Curriculum, PSHE and Computing Policy
- Safeguarding & Child Protection Policy
- SEND Policy
- Equality Policy
- Complaints Policy
- Health & Safety Policy
- Acceptable Use Policy
- Confidentiality Policy

15. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srrc.org/educational

LGBTQ+

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

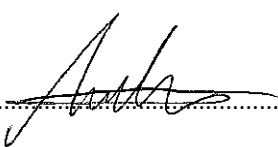
- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
- A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

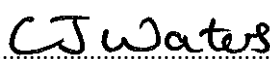
Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying

This policy was reviewed and updated by the Headteacher: September 2026

Reviewed by the Governing Body: Autumn term 2026

Date of Next Review: September 2027

Signed:.....(Headteacher)

Signed:..... (Chair of Governors)

Appendix 1

Anti-Bullying Record

Name of child	
Date	
Name of person reporting	
Name of person investigating	
Who has been informed?	Teacher Learning Mentors Headteacher Parents
Has it been logged on Arbor?	Yes / No

Summary of concern

Next steps/actions taken

Outcome

Follow up and monitoring