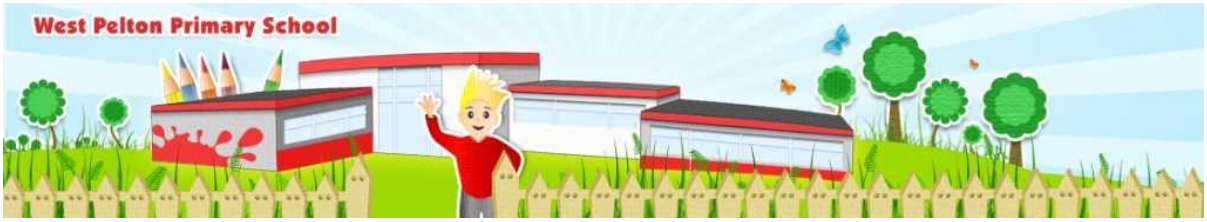
West Pelton Primary School & Nursery



ANTI-BULLYING POLICY

Policy and Guidance for Durham Schools

Approved by:	Governing Body	**Date:**	16 March 2026
Next review due by:	16 March 2027		

1. Introduction

1.1 It is a government requirement that all schools have an anti-bullying policy.

1.2 Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct either physical or verbal (racist, sexist, disablist, homophobic, biphobic and transphobic) or indirect (e.g. being ignored or not spoken to).

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 and measures are in place to reduce the likelihood of bullying.

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 support the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

3.2 The governing body monitors the effectiveness of anti- bullying strategies.

3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can refer to the school's complaints policy.

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 teacher and non-teaching) are aware of the school policy and know how to identify and 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 to this fact at suitable moments. For example in assembly, in class, in a small group.

4.3 The Head Teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

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.

4.5 The Head Teacher will keep a log of bullying incidents which are deemed to be stereotypical – racist, homophobic, HBT, sexual, cyber or religious in nature.

5. The role of the teacher and support staff

5.1 All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place.

5.2 If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Head Teacher. Teachers and support staff do all they can to support the child who is being bullied, if a child is being bullied then after consultation with the Head Teacher the teacher informs the child's parents. Staff will log bullying incidents.

5.3 If a child is repeatedly involved in bullying, the Head Teacher is informed. The child's parents are invited into school to discuss the situation. In more extreme cases e.g. where these initial discussions have proved ineffective, the Head Teacher may contact external support agencies such as the EWEL Team.

5.4 When any bullying has taken place between members of a class, the teacher will deal with the issue immediately, using a restorative approach in the first instance.

5.5 All members of staff attend training which equips them to identify bullying and to follow school policy and procedures with regards to behaviour management.

5.6 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc. within the formal curriculum to help pupils understand the feelings of bullied children and to practise the tolerance required to avoid lapsing into bullying behaviour. Some pupils benefit particularly from being a member of a specific EWEL or PSHE group such as Getting Along or Lego Therapy. This helps them to build relationships, reflect on emotions and feelings, and develop positive strategies to deal with these. Celebration Assembly is used to praise, reward and celebrate the success of all children and thus, to help create a positive atmosphere.

6. The role of parents

6.1 Parents 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 are not satisfied with the response they should contact the Head Teacher. If they remain dissatisfied they should follow the school's complaints procedure.

6.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

7. The role of pupils

7.1 Pupils are encouraged to tell anybody they trust if they are being bullied and if the bullying continues they must keep on letting people know.

7.2 Pupils are invited to tell us their views about a range of school issues, including bullying via the school council.

8. Monitoring and review

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

8.2 The anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this through discussion with the Head Teacher and through the Head Teacher's report to Governors. They look out in particular for racist, homophobic, stereotypical and cyber bullying or bullying direct at children with disabilities or special educational needs. We promise you that we will always follow up concerns. We want every pupil and every parent to feel secure and happy.

8.3 This policy will be reviewed every year or earlier if necessary.