

Anti-Bullying Strategy



Updated: September 2026
Status & Review Cycle: Statutory, Annual
Next Review Date: September 2027 (or when guidance is updated)

The Vision of Tandridge Learning Trust

At Tandridge Learning Trust, our vision is to empower every learner to excel and flourish within a culture of inclusion and the highest aspiration. We will consistently place the needs of our learners at the heart of every decision we make whilst working tirelessly to reduce educational inequality and achieve outstanding outcomes for every individual.

We all work to:

- Understand the impact of emotions and feelings on actions and choices.
- Understand the importance of positive relationships, both in school and outside of school.
- Understand how to establish such positive relationships and make positive choices in school and beyond, and to make positive life choices.
- Share a common understanding and framework in which to do this.

We take a restorative approach to all practice, including behaviour. This is underpinned by the belief that:

- All behaviour is a form of communication and is driven by an emotion or feeling.
- Everyone connected to our schools - be they child, parent, or staff - has a right to be safe, to flourish and to be treated with respect.
- All behaviour choices have a consequence.
- Every child's needs are unique and, therefore, we ensure a consistent yet flexible response is taken to behaviour choices.
- Regulated emotions are essential for a regulated response - adults have a responsibility to model, guide and support the behaviour expected of the children in their care.
- While mistakes are part of the learning process, owning our behaviour is an important part of building character, developing responsibility, and increasing self-esteem. We therefore ensure that open and transparent discussions are held about the factors that can affect behaviour responses, such as trauma, SEND and other environmental factors.

The Trust Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

I. Aims and Principles

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

School Values

Our School Values support our motto of 'Aim High, Achieve More':



Our School Rules support our school values:

I am safe
I use kind words and actions
I try my best
I look after my school and environment

2. OUR ANTI-BULLYING STRATEGY

What is bullying?

The [Anti-Bullying Alliance](#) and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years:

Bullying is “*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.*”

How the school will prevent bullying

This will be done both explicitly through embedding our school values in every day life, our curriculum organisation, behaviour support and management and implicitly through creating a respectful and caring environment. Strategies include:

- Our school values and school rules
- Our PSED curriculum in Early Years and our PSHE curriculum in KS1 and 2
- Our RSE curriculum
- Our Online Safety curriculum
- Consistent implementation of our behaviour expectations (including the Zones of Regulation and Restorative Practice)
- Consistent implementation of our safeguarding procedures and how to report concerns for all
- School Council and the Junior Leadership Team for a robust pupil voice
- Regular pupil voice audits and evaluations
- Our assemblies
- Class Charters
- Role modelling by adults and other pupils

How pupils, parents/carers and staff can report incidents of bullying

Any concerns regarding bullying must be reported as soon as possible to either the class teacher or a member of SLT. All concerns raised using the word 'bullying' will be recorded and investigated.

How the school investigates allegations of bullying

An investigation into potential bullying will always include:

- Speaking to the children involved and asking what happened and the impact from their point of view
- Speaking to any other children and adults present and asking what happened from their point of view
- Other documentation may be used in the investigation, such as looking at CCTV footage
- A judgement regarding the outcome will be made by SLT
- Next steps will be shared with all parties

For a range of reasons, it can sometimes be challenging to find out with any degree of confidence, exactly what happened during an incident. Children can disagree, deny, falsely accuse and have different interpretations regarding intent. Where this is the case and there are witnesses, weight will be given to what those witnesses report. Where this is the case and there are no witnesses, it may not be possible to come to a judgement. The investigation will be recorded as such. Where there is a body of evidence indicating a high likelihood that bullying has occurred, the Headteacher will act accordingly.

How the school will react to bullying that occurs off school premises or online

Where there are reported incidents of bullying off school premises, including online it is the parents'/carers' joint responsibility with the school to manage the situation.

School staff will support parents in addressing behaviour both of victim and perpetrator. This will focus on:

- Ensuring all children feel safe to be in school – this may mean children being separated for a period of time; adjustments made to timetables and groupings
- a restorative approach – this will include an apology; agreed restorative actions reflection to understand why the incident occurred and how it can be prevented from occurring again
- support and intervention to address any underlying issues that could lead to repeated incidents – this could be managing emotions such as anger; improving assertiveness and or self-esteem; work to address power imbalance; education for bystanders to understand the importance of speaking up and how to do it; understanding the law regarding the use of software, sites and malicious communications

Where parents do not engage in addressing these issues, the school may make a referral for support from Children's Services. Non-engagement may include allowing children to access age-inappropriate sites; not supervising on-line or out of hours activity effectively or not working with the school to address the concerns.

How the school records, analyses and monitors incidents of bullying

All concerns raised using the word 'bullying' is recorded on the secure school system by the member of staff who the concern is reported to.

The Headteacher or Deputy Headteacher will investigate the concern. A record of the investigation will be recorded on secure school system.

Behaviour and bullying logs are monitored regularly to identify possible trends in terms of areas of the school, vulnerable groups and individuals and the effectiveness of our strategy.

If the incident meets the school threshold for a bullying incident ie:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for the target to defend against eg an imbalance of power

It will be recorded as such and appropriate next steps agreed with parents/carers and the children.

If it does not meet the threshold it will be recorded as such and next steps agreed with the children. Parents will be informed.

How the school supports pupils who have been bullied, and those vulnerable to bullying

Next steps will focus on:

- Ensuring all children feel safe to be in school – this may mean children being separated for a period of time; adjustments made to timetables and groupings
- a restorative approach – this will include an apology; agreed restorative actions reflection to understand why the incident occurred and how it can be prevented from occurring again
- support and intervention to address any underlying issues that could lead to repeated incidents – this could be managing emotions such as anger; improving assertiveness and or self-esteem; work to address power imbalance; education for bystanders to understand the importance of speaking up and how to do it

How the school trains staff and governors in preventing and handling bullying

- Annual Safeguarding and Child Protection training at the beginning of the academic year/point of induction
- Regular Safeguarding and Child Protection training/updates/briefings throughout the academic year
- Staff training around the behaviour policy
- Staff training for lunch and break times
- Staff awareness of friendships and social groups