



Pirton Hill Primary School

Anti-Bullying Policy

Originated by: Headteacher
Ratified by Governors: Spring 2025
Review date: Spring 2027

1. Overarching Values

Expect:

*We all **expect** to work hard, and meet our own high expectations, in a safe environment with access to high quality resources and opportunities that broaden our horizons.*

Believe:

*We all **believe** in ourselves, and each other, and know that everyone has something special to contribute.*

Achieve:

*We all have the opportunity to **achieve**, and fulfil our potential, regardless of our backgrounds.*

Enjoy:

*We all strive to develop passionate and determined life-long learners who **enjoy** learning, understand how to progress and take pleasure in succeeding.*

2. Introduction

2.1 At Pirton Hill Primary School, we believe that everyone has the right to attend school each day without fearing or suffering from any form of abuse or aggression or intimidation. Our school has a responsibility to create a safe and secure environment for the children and adults in our care.

2.2 In line with the Equality Act 2010, Pirton Hill Primary School recognises that it is essential to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; *and*
- Foster good relations between people who share a protected characteristic and people who do not share it.

2.3 At Pirton Hill Primary School, we are committed to safeguarding and promoting the welfare of pupils and expect all staff and volunteers to share this commitment. Under the Children Act 1989, bullying should be addressed as a child protection concern as a form of peer on peer abuse when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm' or could cause severe and adverse effects on a child's emotional development.

2.4 We believe that by building upon an ethos of positive discipline and by promoting self-esteem among all children and adults in the school, incidents of bullying will be dealt with swiftly and behaviour patterns can be moderated.

2.5 Bullying will not be tolerated.

3. Aims

3.1 By implementing this policy, we intend to:

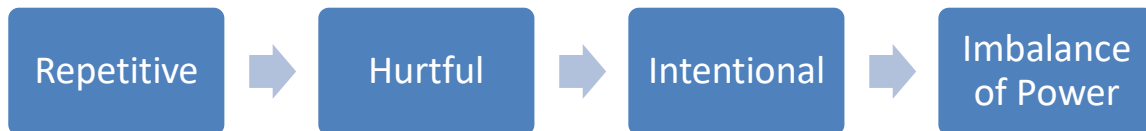
- a) raise awareness amongst children and staff that bullying actions will not be tolerated.
- b) give all members of the school a clear procedure to follow if bullying takes place.
- c) create a safe and protective environment throughout the school, including the playground, in which children and adults feel valued and their talents can flourish.
- d) publicise our anti-bullying strategies amongst parents and the community.

4. What is Bullying?

4.1 We recognise that many children will experience conflict in their relationships with other children and young people and as a school, we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

4.2 At Pirton Hill Primary School, our definition of bullying is:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”



4.3 At Pirton Hill Primary School, we identify that bullying:

- may include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours (including online);
- happens when the relationship is imbalanced (*e.g. size / strength of the individual, numbers or group size involved or anonymity [e.g. online]*); and
- is considered to be unacceptable behaviour which occurs “Several Times On Purpose” (STOP).

5. Types of Bullying

5.1 Pirton Hill recognise that there are different types of bullying, including:

- Emotional – being unfriendly, tormenting (*e.g. hiding books, threatening gestures*).
- Physical – pushing, kicking, biting, hitting, punching or any use of violence.
- Social ostracism and rejection by the peer group or other significant persons.
- Verbal - the deliberate use of derogatory or offensive language, e.g. swearing, racist or sexist abuse, sexual innuendo.
- Extortion - demanding money/goods with threats
- Racial - racial taunts, graffiti, gestures.
- Sexual / Homophobic / Transphobic - unwanted physical contact or sexually abusive comments because of, or focussing on the issue of sexuality.
- Cyber-Bullying - All areas of internet such as email and internet chat or social networking misuse; bullying via text messaging, calls, online chats or within games; misuse of associated technology (*e.g. camera and video facilities, games consoles or Generative Artificial Intelligence*).

6. Why is it important to respond to bullying?

6.1 There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

6.2 National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

7. Signs of Bullying / Child Protection Concerns

7.1 Staff, parents and carers should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

8. Prevention of Bullying

8.1 The Pirton Hill Primary School Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

8.2 Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHCE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument.

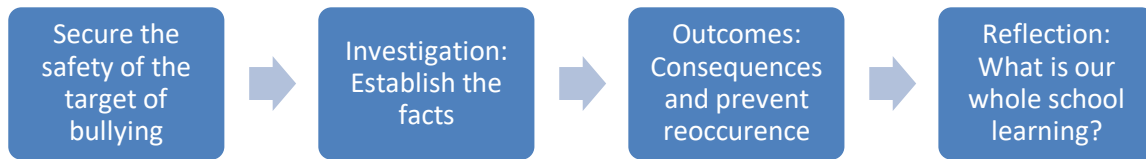
8.3 A clear focus within the Early Years Personal, Social and Emotional Development (PSED) curriculum on developing Emotional Literacy and Social Communication skills for all children. Followed by focussed work with individuals and groups of pupils (primarily in EYFS and KS1, but in KS2 as required) to support understanding and development of social skills.

8.4 E-safety is an important part of the curriculum and information is shared with parents / carers as appropriate (*including through parent app, newsletters, the School's website / social media and parent / carers workshops*).

8.5 We ensure midday supervisor staff are trained and we have a range of activities at lunchtime to promote positive play.

8.6 Pupils are taught to tell an adult in school if they are concerned that someone is being bullied. Alternatively, children are taught that they can also tell a friend who can help to tell an adult or to tell a parent or adult at home whom they feel that they can trust.

9. Dealing with Bullying



9.1 Investigation:

9.1.1 All incidents should be reported to a member of staff. *It is essential that all incidents of inappropriate behaviour – as outlined in section 5.1 – are reported to ensure that the school has a clear picture of a pattern of behaviour which is “intentional”, “repeated over time” and involves an “imbalance of power”.*

9.1.2 Staff to record behaviour incidents on the school’s safeguarding system (CPOMS), in line with the school’s Behaviour Policy. *Sanctions to be applied to isolated incidents, in line with the policy.*

9.1.3 Where possible bullying is identified by a victim, parents / carers of a child or through the Phase Leader / Deputy Headteacher monitoring of behaviour incidents – this should be recorded on the school’s online safeguarding system (CPOMS), in line with the Pirton Hill Behaviour Policy (Behaviour -> Bullying).

9.1.4 In any case of alleged bullying, either the Classteacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

9.1.5 If the allegation of bullying is upheld, the Headteacher (or senior member of staff) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation (*see section 7.2 below*). All those involved should be clear that a repeat of these behaviours will not be acceptable.

9.2 Outcomes:

9.2.1 All actions taken will aid the victim to recover and feel safe. These may include support with relationships with peers, work with a member of the Pastoral Support Team.

9.2.2 If possible, those concerned will be reconciled.

9.2.3 Parents of all children involved should be informed.

9.2.4 The bully (bullies) may be asked to genuinely apologise. Other consequences may take place. *These include behaviour strategy sanctions, support through counselling, suspension from an activity, behaviour charts (in line with the Pirton Hill Behaviour Policy)*

9.2.5 In serious cases, reduced timetables, suspension or even exclusion will be considered.

9.2.6 After the incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. *This will include the weekly Phase Leaders / Deputy Headteacher monitoring of behaviour incidents*

9.2.7 If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents may lead to intervention (*e.g. through outside agencies*). Any necessary action will be taken until the bullying has stopped.

9.3 Reflection:

9.3.1 After any occurrence of bullying we review the incident to determine any patterns or trends that may require further action (e.g. *adaptions to our curriculum intent, additional PSHCE work, additional reminders [e.g. on 'Welcome Slides' or in assemblies], parental messages or staff training*).

10. Monitoring

10.1 The school will ensure that they regularly monitor and evaluate the impact of this policy to ensure that it is being applied consistently and is meeting its specific aims (see section 3).

10.2 Incidents of bullying data will be included in the termly Leadership Report to Governors (as part of the behaviour update provided by the Deputy Headteacher).

11. Further Advice / Support

11.1 A parent / carer that suspects that their child is being bullied should report any incidents to the class teacher or a member of the Senior Leadership Team.

11.2 Parents / carers should not:

- Attempt to sort the problem out by speaking to the child whom they think may be behaving inappropriately towards their child or by speaking to their parents in the playground; or
- Encourage their child to be 'a bully' back.

11.3 Useful Links

11.3.1 General Advice

- Bullying UK - www.bullying.co.uk
- Anti-Bullying Alliance – <http://anti-bullyingalliance.org.uk/>
- Childline – www.childline.org.uk
- Kidscape - www.kidscape.org.uk
- NSPCC - <http://www.nspcc.org.uk>

11.3.2 Online / Cyberbullying

- Childnet – www.childnet.com
- Think U Know – www.thinkuknow.co.uk
- UK Safer Internet Centre – www.saferinternet.org.uk