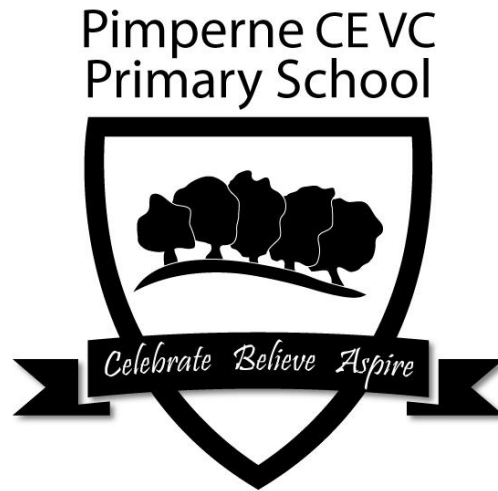




Pimperne CE VC Primary School

Anti-bullying Policy: Pupils



'As each one does their part, we grow in love'
Ephesians 4 vs.16



Statement of intent

Pimperne Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's **Behavioural Policy**, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

'There is no place for bullying, violence and bad language in our school'.

This policy supports the aim that all of our children and staff are, 'safe from bullying and discrimination'. Everyone in our school community plays a part in recognising and preventing all forms of bullying. We are not complacent and are pro-active in working to make our school a happy place.

This policy should be read in conjunction with the schools Equalities Policy, Safeguarding and Child Protection Policy, Behaviour Policy and Relationships Education and Health Education Policy.

Signed by:

F Waller

Headteacher

Date:

Sept 2024

J Torrance

Chair of governors

Date:

Sept 2025

What is bullying?

'Bullying is defined as 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.' (Anti-Bullying Alliance)

There are four key characteristics of bullying:

- Bullying is characterised by power differential – dominance of the powerful over the powerless.
- Bullying may be verbal, physical or psychological in nature.
- Bullying is generally repeated over a period of time, bringing with it the fear of future occurrence.
- Bullying may take the form of a socially acceptable behaviour but, by the way it is used, causes distress to an individual e.g. exclusion from a group.

Bullying may be physical such as pushing, pinching, or hitting. It can also be emotional such as isolating another person or humiliating them. Verbal bullying could include name-calling or threatening someone. This could be done directly or indirectly. For example, if someone spreads a rumour about another person to isolate them, this could be a form of indirect bullying, whereas someone might directly bully another person by calling them names. Bullying can happen in a range of settings. It could be in person or online – though it may be both, as young people's digital experiences can be closely intertwined with in-person interactions. Some forms of bullying may also have a discriminatory or sexual nature. Further information about this can be found in the school's Equalities Policy.

The role of the school in preventing bullying

- Ensure that all staff are aware of this policy and support its implementation.
- Use PSHE lessons to teach about healthy friendships, what to do if a friendship breaks down and how to identify bullying.
- Take part in Friendship Week where the children will further their understanding of diversity, how to build healthy friendships, how to identify bullying and what to do if it occurs.
- Ensure that children understand who a 'trusted adult' is and where they can go to report bullying.
- Identify children who may be at risk and high-risk areas or times of the day to ensure close monitoring.

The role of the school if bullying is perceived to have occurred

- Listen carefully to those involved.
- Take all complaints seriously and deal with them quickly.

- Inform a DSL (Designated Safeguarding Lead) as soon as possible.
- Keep appropriate records of incidents; use these records to look for recurring patterns or themes.
- Have clear sanctions for undesirable behaviour, with parental involvement at an early stage.
- Support the victims by giving them a trusted adult to approach in confidence.
- Provide relevant information to parents and children.
- Support the bully by monitoring and rewarding good behaviour patterns, e.g. trouble-free playtimes.
- Hold follow up meetings with those involved or appropriate adults to enable ongoing communication

The role of the school in preventing online bullying

- The school is aware that the growing use and accessibility of technology, particularly mobile phones and the internet, may make children vulnerable to cyber bullying.
- Through the ICT curriculum and assemblies children are made aware of what constitutes acceptable communication and what to do if they perceive they have been the recipient of unacceptable communication.
- The school is proactive in making parents aware of this issue and how to deal with it e.g. through information sessions.
- All adults within the school community (staff, parents and governors) are expected to uphold high standards in their use of communication through mobiles phones and the internet.
- Potential incidents of cyberbullying are dealt with & recorded in the same way as other forms of bullying

The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.

Monitoring and review

This policy is reviewed every two years by the headteacher and the DSL and the School Council (Pupil Forum) review annually.

The scheduled review date for this policy is **September 2025**.

Appendix 1 –

Examples of prejudice-based bullying and harassment

Actions which are associated with bullying may be based on prejudice in which case the comments / actions may reflect this. It is essential that the prejudicial aspect is recorded when reporting the incident. Examples include:

Direct (to the victim)

Verbal / written threats

Derogatory name calling, abuse, insults, 'jokes', innuendo indicating prejudice / ridicule.

Written messages or derogatory comments to the victim including via text, email, social networking sites.

Refusing to co-operate or work with people because of any of the nine protected characteristics.

Abuse of others' personal property.

Indirect

Wearing badges or insignia that are prejudicial.

Actions that incite others to behave in a prejudicial way including forwarding offensive messages, jokes, comments etc.

Graffiti

Bringing offensive materials onto the premises (such as leaflets, comics and promoting Internet sites).

Attempts to recruit for organisations or groups that promote any form of prejudice.

Prejudicial comments in the course of discussion

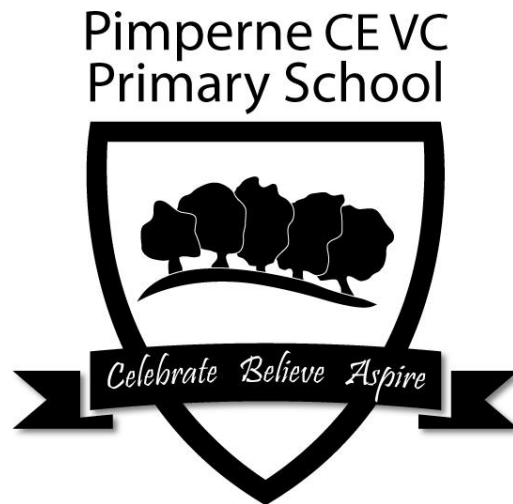
What is different about prejudice based insults?

Prejudice based insults are not just used between children:

- Adults use them towards other adults
- Adults use them towards children
- Children use them towards adults

These insults may:

- also insult the family
- also insult others from the same background, the same religion, speakers of the same language



Pimperne CE VC Primary School

Child-Friendly Anti-Bullying Policy: Feeling Safe and Happy at School



'As each one does their part, we grow in love'
Ephesians 4 vs.16



Contents

Feeling safe and happy at school

1. What is bullying?
2. Types of bullying
3. What should I do if I am being bullied?
4. What should I do if I see someone else being bullied?
5. Who can I talk to?
6. How can I help stop bullying from happening?

Signed by:

JWaller

Headteacher

Date: _____

School Council

Pupils

Date _____

JTorrance

Chair of governors

Date: _____

Feeling safe and happy at school

At Pimperne Primary School, we want to make sure that you feel looked after, safe and happy when you are in and out of school.

Sometimes we don't know if something is happening to you that is making you upset or sad, so you need to tell us.

This policy looks at bullying, and what you can do when you feel you are being bullied, or when you notice someone else being bullied.

We can help you by:

- Helping you to know what bullying is.
- Teaching you what to do if you feel like you are being bullied, or if someone else is being bullied.
- Telling you names of grown-ups that you can speak to.





What is bullying?

A bully is someone who **hurts** another person **more than once**, by using behaviour which is meant to **scare, hurt** or **upset** that person.

At our school, we use the word '**STOP**' to identify bullying:

Several
Times
On
Purpose

It is important to remember that **single problems** and **falling out with friends** are **not bullying**.

Bullying is behaviour which is **repeated** on purpose and is meant to **upset** someone.



Types of bullying

Bullying can be different things, and hitting or kicking another person.

Emotional bullying is hurting feelings, leaving them out or bossing

Physical bullying is punching, spitting, hitting or pushing someone.

Verbal bullying is teasing someone, calling them names or using hand signs. People can also use verbal bullying to be **racist** or **homophobic**.

Racist means bullying someone because of their skin colour, race or what they believe in.

Homophobic means bullying someone because of their gender or sexuality; calling someone gay or lesbian would be homophobic.

Sexist means bullying someone because of their sex (whether they are a boy or a girl).

Cyber bullying involves sending horrid messages over the internet or by text message.

Bullying can be done through **another person**, by one person asking another person to say nasty things.



isn't just

someone's
them about.

kicking,





What should I do if I am being bullied?

If you are being bullied, the first thing you should do is tell the bully to **stop**.

You can also:

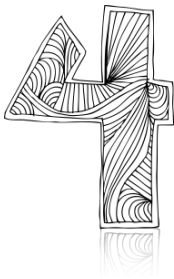
- Make eye contact and tell the bully to leave you alone.
- Ignore the bully and walk away.
- Tell a grown-up, such as your parent, carer or teacher.

You should try not to:

- **Do** what the bully says.
- Let what the bully says or does **upset** you.
- Get **angry** or hit them.

Always remember that if you are being bullied, it is **not your fault** and you are **never alone**.

You shouldn't be scared to **talk to someone** if you are being bullied. If you talk to a grown-up, we can **make the bullying stop**.



What should I do if I see someone else being bullied?

If you see someone else being bullied, it is important that you **help** that person.

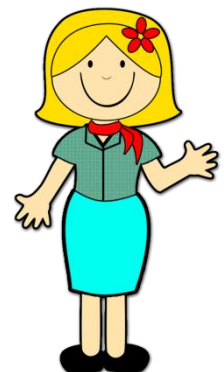
You should **never walk away** and **ignore** the bullying if you see someone else being bullied, because the bully will keep on upsetting that person.

If you can, and it is **safe**, tell the bully to **stop**, but never get angry or hit them.

Tell a grown-up, such as a teacher, as soon as you've seen someone being bullied.

Grown-ups can **stop the bullying** and make that person feel **happy** again.

You should **never feel scared** to tell someone about bullying.





Who can I talk to?

It is important that you **tell someone** as soon as you are being bullied, or you notice someone else being bullied.



Speaking to someone like your **mum, dad, carer** or **teacher** will mean that we can make sure the **bullying stops** and doesn't happen again.

The list below shows the **grown-ups** at our **school** that you can speak to:

Any of the adults in your class

Mrs Green

Mrs Groves or Mrs Waller



How can I help stop bullying from happening?

We can all help stop bullying at our school by:

- Making sure we keep to the **rules** in this guide.
- **Helping others** when they are in need.
- Being **kind, friendly** and **respectful** to others.
- Thinking about people's **feelings** before we say or do something.
- Taking part in **circle time** and **anti-bullying week**.

