November 2025

Pitmaston Primary School

Anti-Bullying Policy

This policy outlines what Pitmaston Primary School will do to prevent and tackle bullying. The policy has been written in conjunction with Keeping Children Safe in Education Part 1 and the DfE guidelines for Preventing and Tackling Bullying July 2017, the Equality Act 2010; Section 89 Education and Inspection Act 2006 and our Behaviour and Relationships policy. We are committed to an anti-bullying culture whereby no bullying, including derogatory language and comments between adults or adults and children and young people will be tolerated. A child friendly version of this policy is shared with children at the start of each academic year (Please see Appendix 1)

Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

Aims

Schools have a **duty of care** towards their pupils acting in **loco parentis**. Whilst we cannot guarantee that bullying never occurs at Pitmaston Primary School it is rare. The overall aim of this policy is to promote a climate in school where bullying and harassment are minimal and never tolerated and where all members of the school community are treated with respect. This is entirely consistent with the school's vision and ethos.

The policy aims to be preventative and proactive to enable children to learn and be taught to their full potential, regardless of gender, race, religion, age, ability, appearance or culture.
This policy sets out the strategies to be followed and the back up by systems in place to ensure effective implementation, monitoring and review.

The nature of bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)
Bullying can take many forms, but the main types are:
Physical: pushing, hitting, kicking, pinching, threats, stealing (refer to Behaviour and Relationships policy)
Verbal: name calling, insulting, sarcasm, persistent teasing, discriminatory comments, spreading rumours (refer to Behaviour and Relationships policy)
Emotional: tormenting, ridicule, humiliation, exclusion from social groups, (refer to Safeguarding policy)
Discriminatory: racial taunts, jokes, offensive mimicry, graffiti, gestures (refer to Safeguarding policy)
Sexual: inappropriate and uninvited touching, abusive comments, innuendoes (refer to Safeguarding policy)
Online (including cyber): harming or harassing individuals through the use of ICT including inappropriate and offensive remarks e.g. text messages, social media or gaming. It can also include to rumours or gossip about a person on the internet bringing about hatred in other's minds. (refer to the Online Safety policy and Behaviour and Relationships policy).

Schools are not directly responsible for bullying off their premises; this would be the responsibility of the parents. However, if the behaviour impacts on learning and relationships in school, the Headteacher is able to put in place appropriate consequences.

This policy encourages pupils not to suffer in silence.
Where a pupil tells of bullying off the school premises, a range of steps could be taken:

- inform the Headteacher of the school whose pupils are bullying off the premises;

- talk to pupils about how to avoid or handle bullying outside the school premises.
- inform the parents of the victims and arrange for them to be collected.
- inform the local police about the problem (if necessary seek a police presence at trouble spots or anti-social behaviour coordinator within the LA)

Developing a Telling School

Some children may find it difficult to report bullying. There remains amongst many the notion that 'telling' is wrong. Children who are being bullied may fear that any action taken may even lead to the problem intensifying. Others may feel embarrassed or ashamed about being bullied. The school employs several strategies to enable bullying to be uncovered including regular consultation with pupils:

School-wide promotion of our Golden Rules and Behaviour Standards
Let's Talk boxes
Anti-bullying Ambassadors
Well-being Champions
Parental consultations
Pupil Leadership meetings
Play Leaders
PSHE lessons
Pastoral support from the Thrive team
KS2 Nurture Hub

Teachers should not immediately react to a suspected bullying case without further investigation. Interviews can be useful - individually or in small groups - especially for children with moderate or severe learning difficulties. The class teacher should conduct these as the pupil-interviewer relationship can affect the honesty of the answers. Children may not like to repeat unpleasant names they have been called, or stories that have been told about them. Confidentiality is a difficult issue. Sometimes interviewers may need to disclose information to others. They should explain to pupils how they might need to use such information. Some children are prepared to write about their experiences anonymously, but not to talk about them. Even one-to-one interviews are not always reliable in detecting whether particular pupils have been bullied or not.

When bullies act in a gang they should be interviewed one at a time, without allowing the other participants the opportunity to collaborate. This should be followed by a group meeting to air all the individual comments in order to establish the facts and identify any ringleaders.
Involving parents early is essential, and they might wish to involve the police as necessary.

Consequences:

Bullying is subject to school consequence just as any undesirable behaviour where there is a reasonable cause to suspect that a child is suffering or likely to suffer significant harm, a bullying incident will be addressed as a child protection bullying incident under the Children's Act 1989. The severity and frequency should be reflected in the level of consequences imposed linked to the consequences listed in the school's behaviour policy.
Where other strategies do not resolve the problem, suspension may be justified and in the most serious and persistent cases, particularly where violence is involved, permanent exclusions. The DfE's guidance for local authority exclusion appeal panels makes clear that pupils responsible for violence or threatened violence should not normally be re-instated. Please refer to the school's Suspension and Permanent Exclusions Policy.

Curricular approaches to bullying

Anti-bullying forms part of an overall strategy for Personal Social Health Education and Citizenship (PSHE), which aims to create an effective climate for learning and equip young people with skills and knowledge to prepare them for adult life. Pitmaston's Character Values curriculum also teaches, models and encourages behaviour that supports all children to thrive in the school community. Assemblies linked to British Values and Protected Characteristics form part of our proactive approach to prevent incidents of bullying.
At Pitmaston Primary the national Anti-Bullying week is part of the curriculum each year and this is an opportunity to re-visit out Anti-bullying policy and teach sessions linked to the annual theme.
Weekly PSHE lessons using the Jigsaw scheme teaches children from the EYFS to recognise and celebrate similarities as well as differences, with an anti-bullying focus for the whole school during Autumn 2.

- EYFS know what being unique means, know that they don't have to be 'the same as' to be a friend, know different ways to stand up for myself
- Year 1 know what bullying means and know who to tell if they or someone else is being bullied
- Year 2 know that sometimes people get bullied because of difference, know that there are stereo types about boys and girls
- Year 3 know what it means to be a witness to bullying and that a witness can make a situation worse or better by what they do, know that some words are used in hurtful ways and that this can have consequences
- Year 4 know that some forms of bullying are harder to identify, know the reasons why some witnesses join in with bullying and don't tell anyone
- Year 5 know that bullying can be direct and indirect, know that rumour spreading is a form of bullying (online and offline), know external forms of support in regard of bullying e.g. Childline
- Year 6 Know that people can hold power over others individually or in a group, know that power can play a part in a bullying or conflict situation, know why some people choose to bully others

The Relationships unit (Summer 1) teaches children to recognise and develop healthy relationships, deal with conflict, address gender stereotypes and know that sometimes people try to gain power over others or try to control them.

Strategies to reduce bullying

Pitmaston has an ethos of exemplary behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

a) Co-operative Group Work

When this is integrated into normal classroom practice, pupils can:

- explore issues and controversies by considering different points of view
- be more tolerant of others and more willing to listen
- trust those of the opposite gender and those from other ethnic groups
- become better integrated into the peer group

Variants include trust-building/team building exercises, co-operative games, problem-solving activities, discussion groups, role-play and simulations. All share some essential aspects:

- pupils work together and help one another, managing conflicts within the group
- there are tasks needing a group effort
- children share information and divide work towards common goals
- roles vary within groups: leading, problem-solving, tidying up

By working together, relationships sometimes develop into real friendships. Potential victims of bullying can be drawn into working groups with other children who do not abuse or take advantage of them. As part of Transition week each year, each class spends time creating a 'Belonging' Display where each child contributes towards a whole class piece of artwork, strengthening their relationships and creating a cohesive working group.

b) PSHE

Each weekly lesson contains a 'Connect Us' activity which is designed to build connections, friendship and respect between children in the class, enabling:

- creation of a safe space to explore issues of concern
- explores relationships with adults and peers
- enhances effective communication

c) Playground Leaders

Pupil leaders including the Head Pupils across Key Stage 2 agree to help prevent bullying, racism and other forms of anti-social behaviour on the KS1 and 2 playground. They engage children in play by setting up games and inviting children to join them.

d) Anti-bullying Ambassadors

Children in KS2 have received bespoke training, written and led by the PSHE lead, to become Anti- bullying Ambassadors across school. They support children with friendship issues, actively promote positive friendships, offer child-on child support and let adults know of anything that needs to be followed up.

e) Anti-bullying week

National Anti-bullying week is always marked in the Autumn term by a series of activities and assemblies linked to the theme coordinated by the Anti-bullying Alliance. Anti-bullying Ambassadors support to promote this week across school.

f) Well-being Champions

Well-being Champions are trained to provide emotional support, peer mediation and support victims speak to an adult when needed.

Supporting victims - Targeted pastoral support

The behaviour of certain pupils can contribute to bullying, though this in no way justifies it. Some pupils find it hard to concentrate in class, are hyperactive, or behave in ways that irritate others. They may get angry easily and fight back when attacked or even slightly provoked - and a large number of classmates and adults may dislike them. They may also bully vulnerable pupils.

Parents and teachers should co-operate in identifying such behaviour. The pupil needs improved social skills; assertiveness, conflict resolution and stress management. Friends could give feedback on annoying behaviour. Adults can encourage such friendships. Other professionals may work with the pupil or family.

Direct work with victims takes place through our PEMs process.

Supporting perpetrators -Targeted pastoral support

Pitmaston understands that support is needed in order for the perpetrator of an incident to understand, reflect and be able to change their actions in the future. The Senior Leadership Team will work closely with members of the Thrive team to ensure that targeted support is put in place over a period of time and behaviour closely monitored. Perpetrators of bullying have often been victims of bullying and a curious and reflective stance is needed if changes in behaviour are to be successful long term.

Where pupils do not respond to preventive strategies to combat bullying, the school will take further action to deal with persistent and violent bullying. Our Behaviour and Relationships Policy sets out a range of clear consequences to deal with unacceptable behaviour. The whole school community knows what consequences will be taken and that they will be fairly and consistently applied. This can and does include suspension, removal from class and in severe cases, permanent exclusion.

Involving parents

We will involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parental support is often a key to success or failure in anti-bullying initiatives. The majority of parents support anti-bullying measures and are keen to participate. Consultation is important, helping create an ethos in which positive behaviour is encouraged, and bullying considered unacceptable.

However, a significant few do hold unhelpful attitudes saying bullying is an inevitable part of growing up and encouraging bullied children to 'stand up for themselves' rather than seek help. While understandable, this conflicts with the aim of most anti-bullying initiatives to encourage children to tell staff about bullying rather than try to fight back. This can lead to fights and result in all of the pupils having relevant consequences.

Parents reporting bullying

Parents may contact schools, often in some distress, to report that their child has been bullied. Their concerns will be taken very seriously and acted on quickly.

The first point of contact for parents is likely to be the class teacher. It is important that all staff know the school policy and when to refer parents to the Headteacher. All incidents of bullying are reported to the Headteacher.

Parents of bullies and victims

Our policy is to involve parents constructively at an early stage using a problem-solving approach in the first instance. Strong measures - including exclusion will sometimes be necessary. Comprehensive consultation, awareness raising and communication are the best preparation for such situations.

Some claims of bullying may turn out to be false or exaggerated. However, whatever the victim's previous history, all claims of bullying should be treated seriously and not dismissed without further enquiries being made.

Online bullying

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable.

Acknowledgements

The following documents were used in devising this policy
DfE "Preventing and Tackling Bullying", July 2017
Kent County Council Model Anti-Bullying Policy for Schools
Bully-Proofing Schools Durham County Council
Bullying (Don't Suffer in Silence) DfE
Preventing Bullying Kidscape
Stop Bullying Kidscape
You Can Beat Bullying Kidscape
SEND Code of Practice

Policy Review:

This policy was updated: November 2025
Next review: November 2026

Appendix 1

Child Friendly Anti Bullying Policy

Bullying happens …..	What to do ……
Several	Start
Times	Telling
On	Other
Purpose	People

Together we can STOP it!

What is Bullying?

In our school, bullying is hurting someone more than once, on purpose, by using behaviour or words which are meant to frighten or hurt that person.

Bullying can be ….





Emotional: Hurting people's feelings, leaving you out.

Physical: Punching, kicking, spitting, hitting or pushing.



Verbal: Being teased, name calling, rude comments. Through a 3rd person: Sending a friend with horrid messages.



Written: Letters, notes, graffiti.

Cyber: Saying unkind things by text, e-mail and on the internet.





Racist: Saying nasty things about you because of the colour of your skin, your religious beliefs or your culture.

Bullying is not:

- A 'fall out' with a friend.
- An accident.
- Something that happens only the one time.
- A one off physical act of aggression e.g. pushing someone.

If you are bullied:

DO:

- ✅ Ask them to **STOP** if you can.
- ✅ Use eye contact and tell them to go away.
- ✅ Ignore them.
- ✅ Walk away.
- ✅ Talk to an Anti-Bullying Ambassador.
- ✅ Get help
- ✅ Tell Someone.

DON'T:

- ❌ Do what they say.
- ❌ Get angry or look upset
- ❌ Hit them.
- ❌ Think it's your fault.
- ❌ Hide it.

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

- Don’t walk away and ignore the bullying.
- Ask the person to stop if it is safe to do so.
- Don’t stay silent or the bullying will keep happening.

Who can I tell?

- A friend
- My Teacher
- An Anti-Bullying Ambassador
- A family member
- Any adult at school
- The ‘Lets Talk’ Boxes
- Any other Adult.

Everyone at Pitmaston School will work together to:

✅ Make our school a place where everyone can feel safe and happy.
Help everyone to get along with each other because we believe that
✅ everyone has the right to be who they are.

✅ Always treat bullying seriously.

Pitmaston School Anti Bullying Policy

I have read the policy and will do my very best to follow what it says – together we will make Pitmaston School a safe, bully free and happy place.

Name	Signature
