



THE PIGGOTT SCHOOL: PRIMARY PHASE

‘Go and do Likewise’ Luke 10:25-37, The Parable of the Good Samaritan

We live with love and compassion, seeking help in times of need.

ANTI-BULLYING POLICY

Author:	Headteacher
Approver:	SMSC Committee
Date:	7 th March 2025
Next review:	February 2028 unless there are earlier statutory or guidance changes
Category of policy:	Local Governing Committee

Changes history

Version:	Date:	Amended by:	Substantive changes:	Purpose:
1	January 2025	Headteacher		To reflect current practice

THIS POLICY WILL HELP THE SCHOOL TO FULFIL ITS AIMS BY:

1. Nurturing a community where all of its unique members can flourish and learn in a safe and secure environment that celebrates and promotes individuality, diversity and inclusion.
2. Helping to safeguard all members of the community from harmful bullying or abusive behaviour, empowering all to seek help in times of need.
3. Addressing bullying behaviour in a positive and constructive way in order to promote acceptance and inclusion rooted in the school's Christian vision and values.
4. Supporting pupil wellbeing, resilience and spiritual growth.

THE OBJECTIVES OF THIS POLICY WILL BE:

1. To create a school community where all God's children are valued, regardless of age, race, wealth, religion or belief, gender or gender identity, sexual identity or disability.
2. To create a community free from discrimination and prejudice where all members 'love their neighbour' as themselves.
3. To create a caring environment where all staff and students can feel safe, happy and confident to achieve their personal best.
4. To secure a zero tolerance approach to bullying behaviour where all members of the community understand how to report a concern and feel confident that support will be provided through empathy, love and compassion.
5. To create a learning environment based on mutual respect, fairness and equality where bullying is not tolerated
6. To promote and model the school's Christian vision and values, which are shared by all regardless of faith or world view.
7. To promote pupil wellbeing, resilience and spiritual growth.

FOR THIS TO HAPPEN THE GOVERNORS UNDERTAKE:

1. To ensure that agreed procedures are known, acted upon consistently and monitored by the Leadership Team and all staff members.
2. To ensure that these procedures are reviewed regularly whilst monitoring and reviewing impact.
3. To ensure there is shared responsibility between school staff, parents/carers and other professionals involved with students who are the victims or perpetrators of bullying behaviours.

Definition of bullying

Bullying is defined by the Antibullying Alliance as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing Cyber-bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images audio, video, or written content generated by artificial intelligence (AI)

At Charvil, we recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying, our school can help to create a safe and ordered environment, where pupils are able to learn and fulfil their potential.

Safeguarding

Keeping Children Safe in Education 2024 states that all staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that child-on-child abuse includes bullying, both on and offline. When staff have concerns about child-on-child abuse, this information is shared with the Designated Safeguarding Lead in line with our Safeguarding and Child Protection Policy.

For further information about how our Relationships Education helps us fulfil our statutory safeguarding duties, see the Relationships Education Policy.

Strategies for the prevention of bullying.

All members of the school community are fully committed to the prevention of bullying through the following strategies:

- The promotion of The Piggott School: Charvil Primary Christian vision and values, including the importance of courage when standing up for what is right
- Antibullying Week held annually to reinforce the school's message about standing up to bullies and reporting bullying.
- A robust PSHE curriculum where students learn throughout the year about the implications of bullying and how to actively stop any bullying from occurring, seeking help in times of need.
- A learning experience that promotes self-confidence, resilience and aspiration for individuals. Pupils will have a strong sense of belonging, knowing their voice will be heard.
- Role modelling and accountability of all members of the school community in promoting equality, diversity, acceptance and inclusion.
- Seek the children's views on their experience of bullying in order to identify and address any unsafe areas in or around the school.
- Intervention, support and guidance for any students displaying bullying behaviour.
- Training for support staff in recognising bullying behaviours and how to complete successful intervention with students.
- Effective supervision of pupils during social times; staff modelling and promoting social inclusion.
- Create "safe spaces" for vulnerable children and young people
- Recognising the potential for children with SEN and disabilities to be disproportionately impacted by bullying and the implementation of additional pastoral support as required.
- The promotion of an inclusive environment where pupils are encouraged to share concerns regarding bullying and feel confident that they will be listened to.
- Accurate record keeping of all incidents of bullying on CPOMS. Regular monitoring and reviewing of impact will inform improvements in practice
- All staff are trained regularly in antibullying strategies referencing KCSIE and are to report any concerns to the Designated Safeguarding Lead.

Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school. The designated lead person will (usually a member of SLT):

- Speak to the child/children who has been affected, to get a clear picture of events.
- Meet with the child or children thought to be causing the issues and deal with disciplinary matters according to school policy; e.g if a child has been hurt.
- Set out expectations and how this will be monitored.
- Assign an anti-bullying mentor to check in daily with the affected child/children, for an agreed period.
- Meet with the affected child/children again to inform them of the arrangements, reassure them and ask them to let us know if any further issues occur. We will ask parents/carers to help us with this.

If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.

Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools.

An account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing pastoral support
- Offering an opportunity to discuss the experience with their teacher, the designated anti-bullying lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.

- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

Monitoring and Evaluating

- The Headteacher and Governors will evaluate the effectiveness of these procedures and agree adjustments that may be necessary to address any on-going concerns on a regular basis and/or in relation to any incidents that arise.
- CPOMs database will be used by the SLT team to monitor and track patterns of behaviour.
- Effective and timely interventions will ensure that the safe and secure environment is achieved.

Useful links and supporting organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net