

Pipworth Community Primary School



Anti-Bullying and Discrimination Policy



- Article 2: I have a right to have adults do what is best for me.
- Article 6: I have a right to be supported to live and grow.
- Article 12: I have a right to be listened to and taken seriously.
- Article 14: I have the right to have my own thoughts and beliefs and choose my religion.
- Article 15: I have the right to meet friends and join groups.
- Article 23: I have the right to special care and education if I have a disability.
- Article 29: I have a right to be supported to achieve in education.
- Article 30: I have the right to speak my own language and follow my family's own way of life.

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Reviewed by:	M Jackson-Brown
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Our vision is for all pupils to achieve their best outcomes through a creative, inclusive and engaging curriculum, enabling them to become lifelong learners.

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1. Introduction

Bullying is wrong and damages individuals and groups. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

We have a legal responsibility to prevent and tackle bullying-

- Education Act 2002; duty to 'safeguard and promote the welfare of pupils.'
- Education and Inspections Act 2006; 'encouraging good behaviour and respect for others on part of pupils and, in particular, preventing all forms of bullying'
'.....empowers head teachers, to such extent as is reasonable, to regulate behaviour of pupils when they are off school site.....empowers members of staff to impose disciplinary penalties for inappropriate behaviour.'
- Equality Act 2010 it is essential that our school -
 - Eliminates 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.

1.1 Definition of bullying

At Pipworth School we define bullying as ‘repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power.

Bullying can be carried out physically, verbally, emotionally or through cyber space.’ Bullying can be direct or indirect (See appendix for full details.)

This policy aims to produce a consistent school response to any bullying incidents that may occur, inside or outside school. School will always respond to concerns and take appropriate action.

At Pipworth Community Primary School it is everyone’s responsibility to prevent and tackle bullying. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

1.2 Rights Respecting Schools

We hold the Gold Award as a UNICEF Rights Respecting School

The Convention has 54 articles (laws) that cover all aspects of a child’s life and set out the civil, political, economic, social and cultural rights. These rights apply to every child and the agreement entitles every child to claim their rights. Adults and governments are duty bearers and must work together to make sure all children can enjoy all of their rights.

Every child has rights “without discrimination of any kind, irrespective of the child’s or their parent’s or guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status” (Article 2). Putting ‘rights’ into practice every day supports and promotes wellbeing, participation, relationships and self-esteem of children in school and beyond the school gates.

At Pipworth Community Primary School adults actively promote pupil voice and rights to ensure that they:

- Are healthier and happier
- Feel safe
- Have better relationships
- Become active and involved in school life and the wider world



1.3 Positive Regard

We recognise that stress, trauma and emotional imbalance can lead to children displaying unacceptable behaviour such as bullying. Taking the ‘Positive Regard’ approach, staff aim to identify the root cause of challenges and use a model of relational practice and positive behaviour support to repair relationships, build trust and decrease the signs of stress in children so we can work together harmoniously.

Through a whole school approach, supported by our PSHE/RHSE curriculum, we actively promote the right for every child right to:

- Be physically, mentally and emotionally healthy
- Stay safe from maltreatment and violence
- Stay safe from bullying, discrimination and anti-social behaviour
- Have security, stability and are cared for

- Attend and enjoy school
- Achieve stretching national educational standards at primary school
- Achieve personal and social development and enjoy recreation
- Engage in law-abiding and positive behaviour
- Develop positive relationships and choose not to bully and discriminate
- Develop self-confidence and successfully deal with challenges

We aim, as a school, to produce a safe, secure and inclusive environment where all can learn, develop and enjoy without anxiety and measures are in place to reduce the likelihood of bullying.

1.4 Our aims are:

- To encourage a calm, purposeful and happy atmosphere within school through the use of praise, an essential way of raising children's self-esteem.
- To foster self-discipline, friendliness and positive caring attitudes towards everyone.
- To raise awareness about appropriate behaviour and aid each child in accepting responsibility.
- To have a consistent approach to behaviour throughout school with parental co-operation and involvement.
- To help pupils, parents, carers, governors and staff have a sense of direction and feeling of common purpose.
- To teach pupils about Protected Characteristics (Equality Act 2010)
- To respect difference and not discriminate because of race, sex, sexual orientation, disability, religion or belief, being a transsexual person (changed, is changing or has proposed changing their sex or age)

1.5 Expectations

- We expect everyone in our school community to display a high standard of behaviour
- We expect everyone to take pride in themselves and their work
- We expect everyone to respect school property and the property of others
- We expect everyone to listen and respect others right to listen
- We expect mutual respect and tolerance towards all members of the school community regardless of their cultural background
- We expect everyone to be polite, helpful, co-operative and caring towards each other.
- We expect everyone to conduct themselves in a safe and sensible manner at all times.
- We expect children to refrain from talking during assembly and expect staff to model silence at the start and end of assembly.

1.6 Vulnerable Groups

In addition to pupils and families with Protected Characteristics, we recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

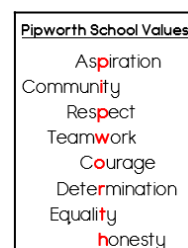
2. Promoting and positive climate for all

By creating positive relationships with pupils and families, staff are able to offer support to resolve issues before they escalate within the community. Children supervised throughout the school day by staff with Learning Mentors, members of the pastoral support team and other staff being present in the yards at break and dinner times, during breakfast club and after school in the yards in a bid to proactively gather intelligence about issues between pupils and families.

The most important part of our anti-bullying policy is providing positive feedback to children about how they are doing. It tells children that their good behaviour; kindness, helpfulness and thoughtfulness have been noticed.

We create an ethos of good behaviour which filters through the whole school environment by promoting Pipworth Values, alongside key messages from Rights Respecting Schools.

Pupils are encouraged to use 'Safe Spaces' if they need support from an adult (these are located around school and provide a quiet space with an adult close by).



As well as the whole school behaviour procedures, teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The PSED and RSHE programmes within school deal with themes related to bullying and there are other programmes, such as Play therapy, Stop, Think, Do and Anger Management, which are designed to prevent children from bullying.

The school runs three Additionally Resourced Curriculum groups, as well as many varied learning interventions, to meet the needs of pupils with additionally and special educational needs and promote best outcomes for all pupils. This approach to meeting learners' needs has created a climate for learning whereby all pupils understand that we all need something different at times, these groups are integrated and valued as part of the school community.

Each year we recognise and celebrate diversity through the curriculum and by involving the children in 'National Safeguarding week', 'Anti-bullying week' and 'Mental Health Week' and school specific events to promote awareness of culture develops personal, social and emotional skills that help protect pupils from bullying such as 'Express Yourself', The Olympics and Global footprints day.

Other school initiatives include Anti-bullying Ambassadors, School Council, Reading Ambassadors, Sports Leaders and new to England buddies.

2.1 Rewards

Whole Class Rewards

- Verbal praise; staff congratulate children and explain why they are pleased
- Class teachers have class reward systems in each year group.
- House Points

Individual Rewards

- Teachers communicate with parents, verbally or by letter/text home, to praise behaviour
- Special assemblies, where children's behaviour is celebrated
- Small rewards such as stickers.
- Pipworth Values – staff and pupils can nominate others for displaying the Pipworth Value that is being focused on each half term, pupils are rewarded with a celebratory activity

2.2 Support

School also provides information about advice and support available both locally and nationally to parents and pupils. e.g. Childline, Family lives parentline, Sheffield parent partnerships. Posters are displayed around key areas. Assemblies are sometimes dedicated to these charities.

3. Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

3.1 Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

3.2 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.

3.3 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.

3.4 Cyber Bullying: being emotionally upset during or after using the Internet or the phone, being very secretive or protective of one's digital life, spending more time than usual in their room, withdrawal from or lack of interest in family members, friends, and activities, avoiding school or group gatherings.

4. Cyber / Online Bullying is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behaviour, aimed at scaring, angering or shaming those who are targeted

Cyber / online bullying is not acceptable in this school. Pupils should feel safe and secure while at school and in the privacy of their own homes. Technology offers opportunities to learn, communicate, collaborate and be entertained in a virtual world and staff recognise that children are spending an increasing amount of time communicating with their peers via online platforms.

At Pipworth, we educate the pupils to recognise, judge and manage risks in the online world. AUA (acceptable use agreements) are signed and followed by all pupils. Online safety is taught throughout the curriculum, with a key message that whatever staff and pupils talk about in everyday relationships in the real world is also referred to in the online world (refer to the PSHE/RSE curriculum and policy and Online Safety and Social Media Policy). During online safety week staff and pupils focus on national themes for staying safe online.

Any reports of online bullying are reported to the head teacher via CPOMS. SLT will follow procedures set out in investigating an alleged bullying incident. Outside agencies, such as South Yorkshire Police, may also be involved depending upon the severity of the case.

5. Response to an allegation of bullying

When there is an 'alleged bullying incident' the school will immediately investigate what has happened. A number of steps will be taken to establish the exact nature of the incident. The steps will be adapted to ensure all parties are emotionally safe and supported through the process:

1. A statement will be taken from the victim, detailing as much as possible with regard to times and places, nature of the incidents and possible witnesses
2. A statement will be taken from the alleged perpetrator
 - o An investigation will start with open enquiry about the relationship between the victim and perpetrator, having established this, then;
 - o A response to the allegation will be gathered, including specific times and places and the nature of the incidents
 - o Any named witnesses to the situation will be gathered
3. Statements will be taken from any named witnesses

Senior Leaders will review the evidence gathered during the investigation. If further interviews and statements are required then these will be gathered at this time. Once the SLT are satisfied they have all the evidence they will decide if it remains an 'alleged' or 'confirmed' incident of bullying.

5.1 'Alleged' bullying incident

Staff recognise that even if an incident is not confirmed to be bullying, the pupil has still experienced something that has caused them emotional upset and that they may require support from staff and the Pastoral Support team. All linked staff will be made aware of what has happened. The pupil will be monitored carefully and supported to prevent further incidents of unkind behaviour towards them.

5.2 'Confirmed' bullying incident

When bullying has been 'confirmed', a member of staff or the learning mentors will deal with the issue, using the following guidance;

- Support the person that has been bullied to express their feelings
- Discuss which rule has been broken and how each party feels
- Discuss strategies to make amends. It is important that both parties understand it has been taken seriously and action has resulted.
- Support the person displaying the bullying behaviour

All bullying incidents will be recorded on CPOMS and SLT alerted.

Through the SLT, parents are notified formally and an appointment made to discuss the situation (with any other relevant outside agencies if necessary) with a view to improve the behaviour of the child. This may include:

- Monitor the pupils conduct with regular check in on both the victim and perpetrator
- Daily/weekly reports with given targets
- Behaviour contract

- Pastoral Support Plan / Positive Handling Plan
- Temporary exclusion
- Fixed term exclusion

5.3 Serious Unacceptable Behaviour/Dangerous Behaviour

When a pupil's behaviour becomes extreme, to the point of hurting another pupil or requiring assistance in the danger that the pupil may hurt another pupil.

- Radio for immediate help from SLT.
- If the child cannot be escorted to a place of safety, or the area be made safe, then staff will follow the DFE guidelines for the use of 'reasonable force' DFE Use of Reasonable Force Guidance for schools (also refer to the school's Positive Handling and Physical Intervention policy).

Where any child is harmed verbally, emotionally or physically, counselling and support for the victim may be arranged. Time is always spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future.

Play therapy, Stop, Think, Do and other programmes may be put in place depending on the needs of the child.

The child's parents will also be invited to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies and follow the guidance in the behaviour procedures above for dealing with such behaviour.

If parents do not feel that their concern or complaint with regards to bullying was dealt with correctly by the head teacher, they may wish to contact the Chair of Governors.

6. Monitoring and Review

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy. This policy is related to other school policies including-

- Behaviour and Support
- Equalities
- Child protection/safe guarding
- Confidentiality
- Curriculum
- Online Safety and Social Media

7. Appendix

7.1 Appendix 1

Types of Bullying and Discrimination, as defined by Pipworth pupils:

Direct	Can be pupil on pupil, pupil on staff or staff on pupil.
Physical	Hitting, kicking, scratching, punching, slapping, pushing, spitting, nipping, hair pulling, flicking, poking, and biting.
Verbal	Calling names, laughing at someone, making fun of someone, saying horrible things about someone's family, swearing at somebody and threatening people.

Non-verbal/emotional	Ignoring, leaving somebody out on purpose and pulling faces.
Cyber / Online bullying	Hurt people and send nasty messages on mobile phones, email or social networking sites.
Specific forms of bullying/ why bullying is carried out:	
Appearance	Different race, religion, culture
Ability	Disability/SEN
Health	Homophobia/Sexual/ headlice
Family/Home circumstance	Orientation/ social class
<p>Signs of Bullying and the effects of bullying: Pupil becomes quiet, withdrawn, timid, sad, often upset/crying, nervous, deflated, frightened, angry, depressed, lonely, embarrassed, not wanting to come to school, humiliated. Like no one else will like you.(low self-esteem)</p>	

7.2 Appendix 2

Roles and Responsibilities

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour.

a) The Role of Pupils

Pupils are encouraged to tell anybody they trust, an adult, if they are being bullied and if the bullying continues, they must keep on letting people know. Pupils are expected to support the Head teacher and staff in the implementation of this policy.

We expect pupils not to bully anyone else, or encourage or support bullying by being a bystander. The school trains pupils as monitors whose roles are to assist any pupils when necessary and to report concerns to staff members.

Pupils are invited to tell us their views about a range of school issues, including bullying, during Personal, Social and Health Education lessons, Circle Time, assemblies and School Council meetings.

b) The Role of Governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately, in line with the school's behaviour policy.

The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of the policy and school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. In all cases the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back

to a representative of the governing body. The governing body must ensure this policy is monitored and reviewed every two years.

c) The Role of Head teacher

The head teacher is responsible for implementing the Anti-Bullying policy.

The head teacher will ensure that bullying is addressed as an issue in the curriculum. That all staff receive training that addresses bullying behaviour.

The head teacher makes sure the governing body is regularly provided with information regarding issues concerning behaviour management including bullying.

Senior leadership team are responsible for the monitoring of the policy and anti-bullying strategies.

d) The Role of the staff

Members of staff will provide children with good role models, provide children with a framework of behaviour including class rules. Staff will emphasise and behave in a respectful and caring manner to help create a positive atmosphere.

Staff will always take action when there are concerns about bullying, report and record all allegations of bullying on serious incident forms. Ensure pupils (and parents) are given regular feedback on the action being taken.

e) The Role of Parents / carers

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school and supporting the school in making sure pupils have a safe and secure learning environment.

Parents can help by talking to their children about this issue – what we mean by bullying, why bullying is unacceptable and what to do if they are bullied or witness bullying.

Parents often notice if there is a problem by a change in their child's behaviour and if there is concern that their child might be being bullied, or that their child may be the perpetrator of bullying, they should contact their child's class teacher or learning mentor immediately.

Communication between parents and school can be crucial in such matters, so parents should monitor the situation by regular contact with the teacher or learning mentor at a convenient time. This not only allows parents to keep track of what is being done to resolve matters, it also gives children the important message that school and parents are working together. We expect parents to contact school if they know or suspect that their child is bullying another pupil.

If parents feel the issue has not been resolved after these efforts, they should contact the chair of governors, who will then work to resolve this matter.