



ANTI-BULLYING POLICY

2025-2026

Purford Green Primary School and Nursery
Part of the Passmores Co-operative Learning Community

PCLC Position Statement

All PCLC schools have an approach that is based on the following key principles:

- Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential;
- every young person has the right to be successful and has ability to achieve, no matter what their socio-economic background;
- there is no limit to achievement – intelligence can be developed;
- each student must know what to do in order to improve and how to do it, high expectations
- on their own are not enough;
- consistency of experience is fundamental; each school is a team and consistency makes us
- greater than the sum of our parts;
- employment opportunities in PCLC schools should allow all colleagues to inspire a love for learning; not simply process and record what we find.

By ensuring all of actions and decisions adhere to these principles our community members:

- are highly valued and expected to achieve their full potential, no matter what their
- socio-economic background;
- benefit from an inclusive ethos, excellent teaching and a broad and balanced
- curriculum underpinned by strong leadership, in a local school;
- are supported and encouraged to lead healthy and active lives making sensible choices,
- whilst respecting the views and attitudes of others.

Anti-bullying Policy

This policy should be read together with the Behaviour Policy and e- Safety policy

1 Introduction

At Purford Green Primary, we acknowledge that bullying sometimes happens and our policy is to deal with this issue swiftly and effectively.

Children need to feel safe at school, confident in all aspects of their school life and happy in their relationships.

Young children may find it difficult to manage the everyday conflicts that naturally occur with their peers and may sometimes describe these experiences as 'bullying'. At Purford Green, we support children in understanding the difference between typical friendship issues or fallouts and actual bullying. We help them recognise that while disagreements and hurt feelings can happen in friendships, bullying involves deliberate, planned, and repeated behaviour intended to hurt, upset, or victimise someone over time.

Adults help children to work through every day conflicts using strategies such as: talking through their feelings and through our teaching of school values. Children are taught how to manage conflict and aggression and friendship issues, and they are taught to empathise with others, learning their actions can have an effect on others.

Our school definition of bullying, devised with children, is:

'Bullying is when someone deliberately hurts you or your feelings over and over again. This can be through words or actions; in person or online.'

2 Helping Children to deal with conflicts

Conflict in everyday life is inevitable, and children are taught through PSHE lessons how to develop strategies to deal with common conflicts appropriately. Children are taught that that it will not always be possible to like everyone, that people fall out and become friends again and we respect the feelings of others and accept differences in people in a responsible manner. As adults, we know that hurting people physically is not safe, acceptable nor an effective way of dealing with conflict. When conflicts arise, we help children to:

- deal with their anger by talking through feelings and helping them to use coping strategies to deal with their anger.
- accept that anger is an emotion that everyone has sometimes and this can be managed.
- talk through their feelings with their peers in an open and honest manner
- forgive others involved in conflicts and recognise that holding grudges with others will affect their wellbeing overall

-calm down and give children space or time alone if needed before talking through what has happened.

Adults will listen and comfort children who find conflicts upsetting and encourage children to try and solve fall outs they have through a 'talking approach'

3 Bullying in school

Where bullying arises in school, it is **always** taken very seriously. We encourage parents to contact class teachers to talk through concerns if they are made aware of any bullying at home by the child and children are regularly reminded in class and through class assemblies, who to speak to in school to speak out about bullying.

We rely upon parents and carers informing adults in school about bullying that they are aware of and parents are encouraged to inform their child's class teacher to report this first.

Our school anti-bullying procedures are as follows:

Adults will need to use their professional judgement to determine whether the disclosure from a child or parent is bullying or whether it is an isolated fall out with another child.

Useful phrases to ask a child to determine this are:

- Has this happened before with the same person or group of people?
- Has this just happened today or is this happening lots and lots in school?

If it is felt that bullying is being reported to an adult, a green form will be completed by the adult – section 1 of the form (located in the staffroom.)

The form is then passed to a member of the senior leadership team, where this will be investigated further and relevant parts of the form completed.

A copy of the paperwork and details of the investigation, will be passed to the class teacher by a member of the senior leadership team and the class teacher will inform parents of the victim/s and perpetrators of the course of action chosen.

A decision is made by a senior member of staff, based upon the knowledge of the situation and background details and the type of behaviour if:

- A 'support group' approach is needed for the victim/s and perpetrator/s
- A 'support group' approach is needed and a consequence for the behaviour of the child/children involved in bullying
- A consequence is needed for the perpetrator only

The information is then passed, by a senior member of staff, to our school learning mentor who will set up a support group if necessary. The learning mentor will ask the victim/s and class teacher for advice on peers to include in the group.

Step One: The Learning mentor will talk to the child who has been bullied or where there is bullying suspected. The child will be encouraged to record his or her feelings through drawing, poetry or by talking.

Step Two: The learning mentor meets with the group of pupils who have been involved, including the named perpetrator/s. This could include any bystanders and peers who are positive role models. The victim/s is given the choice to be included in the group or opt out of this.

Step Three: The learning mentor talks to the group about how the victim feels, sharing the expressed views of the victim/s or the victim/s can share their feelings with the group if they choose to.

Step Four: Each member of the group is asked for ideas about how to help the victim/s feel happier. Their suggestions are accepted and valued.

Step Five: The learning mentor will pass the responsibility to the group to solve the problem and writes notes on suggestions with guidance if needed. Arrangements are made for the group to meet again in about a week to review how things are going for the victim/s.

Step Six: The Learning mentor passes a copy of the plan to the class teacher and the class teacher will meet with parents of the victim/s and perpetrator to discuss how the group has chosen to solve the problem and asks parents to contact them if there are any further concerns.

Step Seven: The learning mentor will meet with the group and the victim/s, separately or as part of the group (choice of the victim/s), after a short time, usually a week, to monitor the situation and to celebrate successes. This meeting may need to be repeated if the victim/s still feels there is an issue.

The time between when the bullying has been reported to a member of staff and when the support group will be set up with the learning mentor will be dependent on the availability and timetable of the learning mentor. However, a plan will be put in place within a period of 3 school days.

. The Victim

Any victim of bullying will be reassured that the bullying is not their fault and that they are not to blame. Children will be made aware that adults will support them in dealing with bullying, and that sharing information is the right thing to do.

It is important that the victim feels a sense of control over the situation, so they will be involved in making decisions about how to address the issue. This may include deciding whether or not they wish to speak directly to the person displaying bullying behaviour, with an adult and supportive peers present. They may also choose not to participate in this process, and this choice will be respected.

Children are encouraged to be assertive with those who are unkind or disrespectful, but they are also supported to spend time and play with peers they like and feel safe with. The victim will be reassured that the bullying will be dealt with and will stop.

Class teachers will inform parents if a disclosure of bullying has been made to a school adult. In addition to our support group approach, the victim will be offered individual support from the school's learning mentor through one-to-one sessions, if school staff believe this would be beneficial.

5. The Perpetrator

To help empower victims, they will be encouraged—if they feel ready—to speak to the person who has shown bullying behaviour, explaining how the behaviour made them feel. The perpetrator will be asked to listen carefully, reflect on the impact of their actions, and consider how they would feel in the same situation.

Other children in the support group can assist by helping the perpetrator to empathise and to find healthier ways of expressing feelings or dealing with conflict. This restorative approach is often effective in encouraging behavioural change.

Adults will seek to understand underlying causes of the bullying behaviour, as it often arises from feelings of unhappiness, insecurity, or anger. Regardless of the cause, the child must understand that bullying behaviour is unacceptable and that there will be appropriate consequences for their actions.

The perpetrator will be required to apologise to the victim(s), and due to the seriousness of bullying, the parents of the perpetrator will be involved at an early stage to gain their cooperation and support.

Possible consequences may include:

- Remaining inside during playtimes or lunchtimes for a set period;
- Temporary relocation to another class (internal exclusion), as determined by a senior member of staff;
- Temporary exclusion to Potter Street or Passmores, depending on the severity of the incident.

6 Cyber bullying

Increased use of technology can greatly enhance learning but it has also provided increased opportunity for cyber bullying. Messages sent on mobile phones or via the internet can quickly reach large numbers of people and, for a victim of cyber bullying, can be devastating.

Children are not allowed to have mobile phones in school. If any child does bring a phone into school it will be kept safely in the school office until a parent collects it. However, we know that many, probably most of our KS2 pupils, do use mobile phones at home.

In school, use of computing equipment including the internet, is protected by the Local Authority fire wall, the school fire wall and Classroom Cloud monitoring system.

6.1 Responding to cyber bullying

In any communication with parents relating to use of computers at home we stress the importance of ensuring children's safety.

All pupils will be informed as part of the computing curriculum about e –safety (see E- safety and Acceptable Use Policy) and:

- Encouraged not to take part in cyber bullying anyone else
- Encouraged to offer support to any victims of cyber bullying that they become aware of
- Taught what they can do if they become a victim of cyber bullying.

When we become aware of incidents of cyber bullying we will:-

- Encourage victims to keep evidence in the form of making screen shots and printing these off
- Provide advice on 'blocking' and contacting the service provider or police
- Take steps to identify the perpetrator
- Impose sanctions and use our school 'anti-bullying procedures'

7 If the bullying continues

If the bullying continues and a child/children continue being targeted, then more serious consequences follow. Initially this is in the form of an exclusion. This may take the form of: withdrawal from class, from the playground, an afternoon or even a whole school day and the child will be expected to complete learning tasks. Multiple day exclusions may take place at Potter Street or Passmores Academy.

8 Monitoring and evaluating

The policy is monitored and evaluated by the Head of School and senior leadership team in consultation with all staff. It will be reviewed and amended annually. All staff are responsible for monitoring the behaviour in school by observation, both formally and informally. Any concerns should be reported to the Class teacher and the Deputy Headteacher or Head of School in line with the 'anti-bullying procedures'.