

Pye Bank CE Primary School

'Learning Together, Learning to be Together, Sharing God's Love'



Anti-Bullying Policy

2025-26



THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST

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1. Vision

“Learning together, learning to be together, sharing God’s love”

‘We love, because God first loved us.’ 1 John 4:19

Our vision is to embody the Christian value of **‘love’**, putting the uniqueness and diversity of our children, our staff, our families and our community at the heart of all we do. This is driven by our belief in the value of every individual as an equal, uniquely made in the image of God and loved by him.

With a focus on excellence and equality, we strive for all children to flourish academically and personally through **‘learning together’, ‘learning to be together’, and ‘sharing God’s Love’**, addressing all disadvantage and enabling them to make a positive contribution to each other, the life of the school and the wider world, now and in the future.

This policy was created with our vision at its heart.

2. Introduction

At Pye Bank CE primary school, we are committed to providing a safe, caring, and friendly environment for all pupils, so they can learn in a relaxed and secure atmosphere, as a valued member of the school. We have high expectations of all pupils, staff and parents/carers and strive to create a whole school community in which all children are given the opportunity to achieve their full potential. We prioritise pastoral support and have a very experienced and committed team, including Deborah Maskrey (Strategic Lead for Safeguarding and Pastoral Support), Zabeda Hussain (Pastoral

Manager), Amy Brown (Learning Mentor) and Fariah Malik (Learning Mentor) who are fully supported by senior leaders in their work linked to bullying.

We believe any kind of bullying is unacceptable. If bullying does occur, we are committed to ensuring all incidents are dealt with promptly and effectively.

3. Aims of the policy

- To ensure that the signs of bullying are more easily recognised and acted upon in a timely and appropriate manner.
- To ensure that children have a good understanding of the different types of bullying and are aware that school will not tolerate any kind of bullying.
- To ensure that children learn through example and show respect to each other in line with the school's behaviour policy.
- To ensure that clear procedures are in place to deal with any incidents of bullying
- To ensure that appropriate care and support is provided for victims of bullying, and continued monitoring is in place following all incidents of bullying.
- To ensure that all incidents of bullying will be monitored and recorded, detailing all actions taken. In the case of repeated bullying by the same child, or in more serious incidents where violence is a significant factor, school and DfE guidelines on exclusion will be used and parents/carers/carers will be informed accordingly.
- To ensure that all staff, families and other stakeholders understand that the school work tirelessly to ensure that all adults and children linked to or visiting the school are treated with respect, and to develop an understanding of the protected characteristics.
- To ensure that all children and parents/carers are aware of the schools anti-bullying policy

4. What is Bullying?

Bullying is the 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 social media, which is known as cyberbullying.

Some of the reasons pupils may be bullied link to areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability
- Appearance or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying
- Gender reassignment
- Transgender status / Transphobic bullying

- Age

5. What types of Bullying are there?

Physical Bullying

- Hitting, kicking, pushing, or any form of physical aggression.
- Damaging or stealing someone's belongings.

Verbal Bullying

- Name-calling, insults, teasing, intimidation.
- Racist, sexist, or homophobic remarks.

Emotional/Psychological Bullying

- Excluding someone from a group or activity.
- Spreading rumors or manipulating friendships. Using threatening looks or gestures.

Cyberbullying (See also the school's Online Safety Policy)

- Sending threatening or abusive messages online or via mobile devices.
- Sharing embarrassing photos or videos.
- Impersonating someone online or spreading false information.
- Using Artificial Intelligence (AI) to bully others, for example using 'deepfakes' to create images, audio or video hoaxes that look real.

Sexual Bullying

- Unwanted physical contact or sexually abusive comments.
- Sexual jokes, gestures, or name-calling.

Racist Bullying

- Racial slurs, mocking cultural traditions, or excluding based on race or ethnicity.

Homophobic, Biphobic, or Transphobic Bullying

- Targeting someone based on their actual or perceived sexual orientation or gender identity.

Disability-Based Bullying

- Mocking or excluding someone because of a physical or learning disability.

Prejudicial Bullying

- Based on religious beliefs, socioeconomic status, or other personal characteristics.

6. Tackling and preventing bullying

As a school to combat bullying, we will:

- Teach children through the curriculum (including but not exclusively the PSHE and RSHE schemes), and the school ethos that bullying is unacceptable
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. Provide an 'open' listening approach to encourage children who are being bullied to confide in their class teacher or other member of staff without fear of recrimination
- Identify and provide good supervision in areas of school where bullying could/has been

known to occur.

- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities
- Deal quickly, firmly and fairly with any complaints, involving parents/carers where necessary
- Stress firmly that all stakeholders-children, parents/carers, staff and governors-have a responsibility to challenge bullying
- Review the anti-bullying policy annually in consultation with the whole school community.
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which all members of the school community know.
- Ensure staff are aware of factors, which may cause some children to be more vulnerable than others.
- Ensure staff are aware of the different forms of bullying and are able to identify the signs and symptoms.
- Foster a clear understanding that bullying, in any form, is not acceptable. This will be done by using regular praise of positive and supportive behaviour by all staff in line with the school behaviour policy.
- Ensure that all staff, through training and regular updates have a full understanding of Child on Child Abuse as outlined in paragraphs 33 to 30 in KCSIE (July 2025). These means that staff will have a full knowledge of the indicators and signs of child on child abuse and know how to identify it or respond appropriately to reports.

7. How we will work with victims of bullying

We will:

- Ensure that there are clear pathways for reporting bullying
- Provide an 'open' listening approach to encourage children who are being bullied to confide in their class teacher or other members of staff without fear of recrimination
- Ensure that strategies are put in place to support the needs of the individual
- Ensure the victim and their parents/carers are kept informed of how school are dealing with reported incidents

8. How we will work with those accused of bullying:

We will:

- Ensure that perpetrators are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes for example:
 - counselling/instruction in alternative ways of behaving
 - rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
 - adult mediation between the perpetrator and the victim (provided this is safe for the victim)
 - fixed periods of suspension

9. How will we work with parents/carers and carers

We will ensure that:

- There are clear pathways for parents/carers/carers to report incidents of bullying.
- Every opportunity is given to parents/carers/carers to share their concerns.
- School maintain regular contact parents/carers/carers if their child has been a victim or perpetrator of bullying.

10. Dealing with child on child sexual abuse

Where there has been a report of **sexual violence**, A member of the safeguarding team will complete an immediate risk and needs assessment, considering:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s) and support that will be needed
- All other children at the school, especially any actions that are appropriate to protect them

All risk assessments will be reviewed on a regular basis and recorded on the child/children's safeguarding file.

The DSL (or a deputy) will engage with children's social care and specialist services as required:

Where there has been a report of sexual violence, the risk assessment will be completed collectively with input from social workers or the Family Intervention Service.

11. Enhancing pupil voice

Pye Bank CE Primary School actively involves pupils in shaping the anti-bullying strategy. This includes regular pupil surveys, feedback through the school council, and pupil-led assemblies on kindness and inclusion. Pupils are encouraged to contribute ideas and report concerns through trusted adults or anonymous systems.

12. Parent/carer involvement

Parents and carers are consulted during annual policy reviews and invited to share their views through surveys and meetings. The school provides clear communication channels for parents to report bullying concerns and works collaboratively with families to support both victims and those accused of bullying.

13. Reporting and monitoring of bullying

A member of the senior leadership team will record all bullying incidents on CPOMS along with any appropriate actions.

The effectiveness of anti-bullying measures is monitored through incident trends, pupil and parent surveys, and regular staff reviews. Findings are reported termly to the Trust Board and the Local School Board and used to inform future improvements. The school is committed to continuous evaluation and transparency.

14. Reviewing the policy and procedures

The Headteacher monitors the effectiveness of this policy on a regular basis, reports to the governing body on the effectiveness of the policy and, if necessary makes recommendations for further improvements.

The Local School Board and staff review this policy every year. The Local School Board may however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1: Actions for dealing with bullying incidents

