

School Name	Pamphill First School
Governing Body Approval	See by LSC not enough attending to approve Nov and Feb meetings
Review Date	November 2026
Relevant Legislation	Written with reference to the Equality Act 2010.
Read Alongside	This policy should be read alongside our policies on Behaviour, Safeguarding, and Special Educational Needs (SEN) policies
Anti-Bullying Lead	Senior member of staff: Sarah Fairman

This policy has been developed and implemented in consultation with the whole school community, including pupils (via the School Council).

1. Introduction and School Vision (Statement of Intent)

At Pamphill First School, we are dedicated to providing an excellent education to all of our pupils whilst also promoting their spiritual, moral, social, and cultural development (SMSC). We are passionate about our Christian distinctiveness and seek to provide a holistic education that allows our pupils to discover their unique gifts and use them to make a positive difference in the world. Our children are encouraged to develop and grow in a supportive and nurturing environment.

Our Commitment

Pamphill First School is committed to providing a supportive, caring, and safe environment in which all children are free from the fear of being bullied. We take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

This policy reflects our commitment to ensuring that every member of our school community can 'Shine like stars in the sky' (Philippians 2:15). We actively promote our Christian distinctiveness by encouraging our pupils to explore their faith and develop their understanding of the world around them, ensuring our actions align with the core Christian principle of treating others as we would wish to be treated.

2. Our Values and Anti-Bullying

Our three core values of Love, Courage, and Inspiration are the foundation of our anti-bullying ethos. We encourage all pupils and staff to demonstrate these values daily to prevent and address bullying behaviour.

Value	Anti-Bullying Application
Love	We commit to showing compassion, kindness, and respect to all. Love means actively celebrating our differences and refusing to participate in actions that hurt or exclude others.

Courage	We encourage the courage to be an 'upstander,' not a bystander. Courage means speaking up against injustice, seeking help when needed, and standing with those who are being bullied.
Inspiration	We inspire others by modelling positive behaviour, showing leadership, and fostering a culture where every pupil feels valued. Inspiration means using our unique gifts to support and uplift our peers.

3. Definition of Bullying

We recognise that many children will experience conflict in their relationships, and we are committed to developing empathy and the skills to manage relationships peacefully.

In Pamphill First School, our definition of bullying is:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying is not a one-off argument or disagreement, but a persistent pattern of behaviour.

4. Types of Bullying and Vulnerable Groups

Bullying can be targeted against an individual or groups, and can take many forms. We pay particular attention to prejudice-based bullying, which often targets pupils based on protected characteristics.

Categories of Bullying:

- Physical: Hitting, kicking, pushing, taking or damaging belongings.
- Verbal: Name-calling, sarcasm, spreading rumours, teasing, use of derogatory language.
- Indirect/Social: Excluding, tormenting, or writing unkind notes.
- Extortion: Demanding money or goods with threats.
- Cyberbullying: Misuse of associated technology (e.g., photos and videos) or online use of social media, messaging, and calls.

Prejudice-Based Bullying (Equality Act 2010):

- Racist: Racial taunts, graffiti, or gestures.
- Sexual: Unwanted physical contact or sexually abusive comments.
- Homophobic, Biphobic, or Transphobic (HBT): Bullying because of a person's sexuality or gender identity (or perceived sexuality/identity).

Vulnerable Groups:

National research shows that some groups of pupils are particularly vulnerable to bullying. Pamphill First School provides focused support for these groups, including: pupils with SEND, looked after children, young carers, pupils from minority ethnic groups or faiths, and those perceived to be LGBT.

5. Prevention: Promoting a Holistic and Nurturing Environment

We believe that preventing bullying is the primary responsibility of the whole school community. We do this by:

- Positive Ethos: Building a positive ethos based on respecting and celebrating all types of difference in our school, ensuring everyone feels they can 'Shine like stars.'
- Skill Development: Work in school which develops empathy, social skills, and emotional understanding (e.g., PSHE, circle time and playground buddies).
- Staff Training: Offering training to all school staff, including lunchtime supervisors, around identifying, preventing, and responding to bullying, including specific guidance on supporting vulnerable groups. (complete in staff meeting with Dorset EP service in January 2026)
- E-Safety: Raising awareness of online bullying through regular e-safety lessons.
- Worship and Reflection: Collective worship focuses on themes of forgiveness, reconciliation, compassion, and Love, linking explicitly to our school values.
- Relational Conflict: Using assemblies and class time to ensure that pupils understand the differences between relational conflict and bullying. (completed through Hearts Smart Curriculum)

6. Procedures for Responding to Bullying

Reporting an Incident

We encourage anyone who knows about bullying, whether they are a victim or a witness, to report it immediately. Pupils are taught to report bullying to:

1. A Trusted Adult: This could be a teacher, teaching assistant, lunch supervisor or office staff.
2. Staff are trained to LISTEN and BELIEVE.

3. Use the Designated System: Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult directly.

Investigation and Resolution

All reported incidents are taken seriously and will be investigated promptly and sensitively.

1. Immediate Action & Safeguarding: Secure the safety of the target of bullying. Think about any safeguarding concern and report concerns immediately to the Designated Safeguarding Lead (DSL). Provide assurance to the child that concerns have been listened to and action will be taken.
2. Fact Finding: The investigating staff member will speak separately to all parties involved (victim, witnesses, and alleged bully) to establish the facts.
3. Recording: The staff member must complete a concern in My Concern and Arbor as soon as possible and give it to the DSL.
4. Resolution & Restorative Justice: The school will send a clear message that the bullying must stop. Disciplinary action will be taken. This always includes restorative justice principles, focusing on the alleged bully understanding the impact of their actions and making amends, demonstrating Love and Courage to seek reconciliation.
5. Follow-up: The school will monitor the situation closely through regular check-ins and will gather pupil feedback to ensure the victim feels safe again.
6. All actions should take place in accordance with our behaviour guidance.

7. Procedures for Parents/Carers

Parents are a vital part of our school community and we encourage open communication.

1. Reporting Concerns: If a parent has any concerns about their child, they should speak to the class teacher immediately. If the issue is bullying, the matter will be referred to the Headteacher, who is always informed of any bullying concerns and monitors the situation carefully.
2. Escalation: If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher or the Anti-Bullying Lead.
3. Non-Confrontation: Parents should not confront the alleged bully or their parents. This can complicate the situation and distress the pupil. The school will deal directly with all children involved and their parents.
4. Updates: Parents will be kept informed of any actions the school is taking.
5. Complaints: If parents feel that their concern has not been dealt with appropriately after speaking with the Headteacher, they should follow the school's formal Complaints Policy.

All members of the school community are expected to treat everyone with dignity and respect at all times, including face-to-face contact and online communication.