PINEWOOD

Est. 1875

ANTI-BULLYING POLICY

A Whole-School policy including the EYFS

Executive Summary

At Pinewood we aim to create a safe, happy environment of mutual respect and kindness where all pupils can learn and achieve to the best of their ability. In line with our Core Values, Anti-Bullying Charter, all members of the community are aware that bullying is not tolerated in any part of the School.

This policy is available to all parents and is known to staff. It is shared with all new staff as part of their induction.

The key aims of Pinewood's anti-bullying strategies and systems are:

- ensure that all pupils can learn and achieve to the best of their ability in a safe and happy environment free from harassment and unpleasant behaviour**.**
- ensure all members of the community recognise the seriousness of bullying, both physical and emotional, and understand that it is not tolerated at Pinewood.
- ensure that every pupil is aware of the School's expectations
- ensure that every pupil understanding that bullying is not tolerated at Pinewood
- ensure that all members of the school community are aware of the procedures to follow if they suspect a pupil is being bullied.

Pinewood does not permit any initiation ceremonies intended to cause pain, anxiety or humiliation.

This policy has been developed in accordance with the principles set out in the following documentation on Bullying: Preventing and Tackling Bullying.

Definition

Bullying is a wilful, conscious desire to intentionally hurt, threaten, demean or frighten someone. This abuse may take the form of verbal, psychological, physical, cyberbullying, threatening behaviour or extortion (demanding money or possessions), and can be motivated by racial, religious, cultural, sexual, gender identity prejudice or for prejudice against a child who has special educational needs (SEN) and disability, or because a child is adopted or is a carer. It is also

simply making life difficult for others. It can take the form of a one-off serious incident or manifest itself over a period of time with a drip-drip, almost below the radar persistence. It may occur directly or through cyber-technology (such as social media, photographs and mobile phones).

If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively. Anyone who suspects or knows that bullying is happening is expected to tell a member of staff.

The Anti-Bullying Charter (Appendices A, B, C)

Pupils in Years 5 to 8 sign and commit to the Pinewood Anti-Bullying Charter at the beginning of each school year (see Appendix A); pupils in Years 3 and 4 children follow the Pinewood Friendship Promise (Appendix B); and pupils in Pre-Prep (Nursery, Reception, Year 1 & Year 2) follow the Pre-Prep Values and Behaviour Policy (see Appendix C)

Pupils who Experience Bullying

We have the responsibility to support the development and well-being of every pupil in our care. Staff should always act if they suspect bullying. The Anti-Bullying Charter ensures that children:

- are heard and reassured.
- know how to report bullying and get help.
- are confident in the school's ability to deal with bullying.
- know that steps are taken to help them feel safe again.
- know they have support to rebuild confidence and resilience.
- know how they can get support from others.

Pupils who Engage in Bullying Behaviour

Pupils are educated throughout the year that bullying is not accepted at Pinewood. If an allegation of bullying is 'founded' an appropriate sanction will be issued in line with the Rewards and Sanctions Policy. Any sanction is designed to hold them to account for their behaviour and help prevent any further incidents.

For incidents of a serious nature, the Headmaster or Deputy Headmaster may speak to the child and inform parents of allegations and action taken. Repeated offences, or first time offences deemed to be suitably serious in nature, will result in the child and parents meeting together with the Headmaster or Deputy Headmaster.

Sanctions, such as a formal warning, internal and external suspensions will be considered, along with permanent exclusion, depending on the nature of the misbehaviour.

The School would always aim to avoid permanent exclusion wherever possible but retains the right to ask a child to leave should their behaviour be deemed serious enough for such a sanction to be imposed.

Pupils who engage in bullying behaviours are supported in developing their emotional skill and knowledge in order to behave in ways that do not cause harm in future. They are shown how they can take steps to repair the harm they have caused.

Cases involving children with SEN will be handled with sensitivity, taking into account their learning profiles and any difficulties that may result from this.

Role of the Headmaster, Deputy Headmaster, DSL, Other Staff and Governors

Senior Members of staff develop whole-school policies that meet the law and school-inspection requirements. They promote a school climate where bullying and violence are not tolerated and cannot flourish. They continually develop best practice based on knowledge of what works. The Anti-Bullying Policy is contained within the School Staff Handbook which is available to all staff and new staff are emailed a copy of this prior to starting at Pinewood. There is a review of the school Anti-Bullying policy every year and, as a result, the policy and procedures are updated as necessary.

ALL MEMBERS OF STAFF: academic, administrative, matrons, catering, cleaning and maintenance staff are aware that bullying will not be accepted.

ALL members of staff are responsible for the enforcement of decent standards of behaviour and the implementation of the Anti-Bullying Policy.

All members of staff have a responsibility to monitor and report any incidents of bullying. However, Form Tutors, Heads of School, The Head of Wellbeing and Emotional Support, the Deputy Head and Headmaster take on specific responsibility to monitor patterns of bullying and respond accordingly. The School regularly undertakes Wellbeing Surveys, with all pupils in the Prep School taking part. The results are available to parents on request and action taken by SLT.

All staff are made aware that changes in behaviour may indicate a bullying or safeguarding concern. These behaviours could include:

- Frightened to come to school
- Unwilling to go out and play
- Begins to produce poor schoolwork
- Wishes to move place in class
- Becomes withdrawn and starts stammering
- Regularly has books removed, hidden and destroyed.
- Becomes distressed and stops eating
- Cries easily
- Becomes aggressive or disruptive
- Does not want to say what is wrong

- Sleep patterns are disrupted

All members of staff are expected to set a proper example of respect, kindness and good manners, remembering that they are role models for children at an impressionable age.

Preventing and Addressing Bullying

The whole-school community is clear that any form of bullying is not accepted.

In order to promote a culture which rejects bullying, we take the following steps:

- We focus on creating an environment of good behaviour and mutual respect with helpful examples set by staff and pupils, and celebration of success.
- Pupils are educated to be tolerant and respectful to others. We foster emotional and social skills and empathy, mainly through Form time, Life Skills (using the Jigsaw programme) and assemblies. These sessions encourage open discussions about similarities and differences, and the importance of avoiding prejudice-based language.
- Within assemblies and the curriculum, children are explicitly taught about the rights of the individual, social responsibility, Fundamental British Values, appropriate reporting of rule-breaking, i.e. when 'telling' is right, e.g. when a pupil's well-being and happiness is threatened, the difference between good and bad secrets as well as the part played by older children as role models.
- Every chance is taken to celebrate the success of anti-bullying work and the School highlights and acknowledges National Anti-Bullying Week.
- We challenge any discriminatory language and make it clear that it is not acceptable.
- We ensure all pupils, staff and parents are aware of the school's Anti-Bullying Policy by putting a copy on the School website.
- Pupil support systems are in place to prevent and respond to bullying, such as Pupil Council and Pupil Voice boxes/Worry Monsters.
- It is made clear to all pupils about the roles they can take in preventing bullying, including the role of bystanders.
- We make it easy for pupils to report bullying to any member of staff in the confidence that they will be listened to and that procedures are in place for the resolution of the problem. Personal guidance is always available from pastoral staff.
- Pupils can also confidentially email stopbullying@pinewoodschool.co.uk and if they have seen something which is worrying them online or feel they you experiencing online bullying and do not want to speak to someone directly, they can email onlineworries@pinewoodschool.co.uk
- We ensure that all pupils have access to information about whom to talk to in school and which outside agencies are available outside school.
- At the beginning of each academic year, all children in the Prep School sign a version of the Anti-Bullying charter (Appendix A and B), created by Pinewood children in the School Council, stating what rules to abide by.
- We provide ongoing support for both the young person doing the bullying and the young person being bullied to address the problem and evaluate procedures, taking a restorative approach whenever possible.
- Staff will:

    - Never ignore suspected bullying
    - Never make premature assumptions about the situation
    - Listen carefully to all accounts and deal with them sensitively and effectively
    - Adopt a problem solving/no blame approach so pupils are not required to justify themselves
    - Follow up repeatedly to check bullying has not returned
    - Record all incidents of bullying formally using CPOMS
- We discuss bullying, its definition and possible consequences as well as how to prevent it using Form time, assemblies, Life Skills lessons, School Council forum and lessons. This includes openly discussing differences between people that could motivate bullying (protected characteristics) such as age, religion, ethnicity, disability, gender, sexuality or appearance related difference, and also children with different family situations, such as looked after children or those with caring responsibilities. We make it clear that using prejudice-based language is unacceptable.
- The school promotes safe play areas with a high level of staff supervision site-wide, including high risk areas, such as the changing rooms or woods.
- The children are provided with play areas where pupils will not feel threatened.
- Boarders who are away from home have access to a quiet area and can approach any member of the Boarding team for help outside of school hours, acknowledging that they may experience continued exposure to bullying behaviour.
- All staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying.
- All staff are aware of the importance of modelling positive relationships.
- Data systems (boarding logs, CPOMS, iSAMS, surveys, Wellbeing reports) gather useful information about the effectiveness of the anti-bullying work, and these data are used for monitoring and evaluation, and shared with the school community.
- Pinewood works in partnership with parents, other schools and with children's services and community partners to promote safe communities as required.

Banter

Banter is not accepted as an excuse for bullying. Banter is only acceptable when the feeling of playfulness is mutual between the victim and the aggressor. Banter is to be regarded as bullying if students are repeatedly ‘joking’ with an individual, who is not included in the joke. If the victim is repeatedly feeling under attack and inferior, this is bullying and it needs to be stopped. Downplaying certain behaviours as ‘just banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’ can lead to a culture of unacceptable behaviours and a culture that normalises bullying.

Parents

Parents are made aware the school does not tolerate bullying by sharing information in the Parent Handbook and by having this policy available on the school website. Information is also shared with parents during Meet the Teacher evenings and other school events.

Parents are offered opportunities to discuss any concerns with us and are encouraged to contact teachers or SLT if any issues arise. Any concerns raised will always be treated seriously.

Pupils with SEND

Children with special educational needs (SEND) and disabilities can face additional safeguarding challenges. Our policies and procedures reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

Staff are asked to familiarise themselves with the SEND policy and note that pupils with SEND may be perceived as being 'different', and therefore may be an easy target for bullying. SEND pupils may not realise that they were/are actually being bullied and therefore incidents may go unreported. Pupils with SEND may also not realise they are participating in bullying behaviours. Pupils with SEND may be more isolated as a result of having fewer friends than other peers. Staff are asked to keep a special eye on pupils with SEND for these reasons and to report any concerns that they may have about those pupils immediately, in line with this policy. Extra pastoral support should be considered for children with SEND.

Cyber-Bullying and Inappropriate Online Behaviour

Cyber-bullying is a form of bullying that can happen at all times of the day, with potentially bigger audiences and more accessories as people forward on content. Our strategies for dealing with cyber-bullying are based on information in Cyberbullying: Advice for headteachers and school staff - GOV.UK (2014).

All incidents of cyberbullying will be dealt with in line with the procedures for dealing with reported cases of bullying below.

Further information can be found within Pinewood's Cyberbullying Policy.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including speaking to the Designated Safeguarding Lead (DSL) when an incident raises a safeguarding concern. In cases where staff suspects a pupil of criminal behaviour online, they should report the incident to the DSL or Headmaster immediately.

Prejudice-based Bullying

The headings of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity are known as **protected characteristics**. All members of the School community should be protected from discrimination or any bullying that is motivated by prejudice against particular groups. Bullying on the basis of protected characteristics is taken seriously by all staff. We distinguish this form of bullying when reporting and recording on CPOMS.

Procedures for Dealing with Reported Cases of Bullying (including cyber-bullying)

Pupils should always report incidents of bullying or of observed distress to an adult. The member of staff consulted should:

- Make them feel at ease
- Give them time to explain the situation. Listen carefully.
- Make notes where necessary.
- Pass no immediate judgement.
- Make it clear that the problem will be treated seriously and looked into as a matter of urgency.

If the preferred member of staff is not available, they should go to the Headmaster.

Although each case is likely to require a specific and unique approach, and different approaches may be needed for different aged pupils, the following general procedure provides is followed:

Step 1

An incident of bullying (in any form) is reported to a member of staff.

Step 2

The incident is passed to the child's form teacher and the Head of School (within the same day where possible). The Form Teacher (unless decided by the Head of School) will carry out an initial investigation by talking to each child individually and consulting with colleagues. If the allegation is of a very serious nature, the matter is also referred to the Headmaster and Deputy Headmaster.

Step 3

The Form Teacher will inform the Head of School of the outcome of the investigation. The Headmaster or Deputy Headmaster will be informed at this point if further investigation is required or if the allegation is deemed very serious in nature. The Form Tutor or Head of School will contact the parents of all children involved to inform them of the situation.

Step 4

Following the investigation, the allegation will either be founded or unfounded. As a result, one of the School's sanctions may be applied (see Rewards & Sanctions Policy). All accusations of bullying (founded or unfounded) will be recorded on CPOMS. If the child has suffered, or is likely to suffer

significant harm, the DSL will contact relevant local safeguarding agencies. Parents are informed of the sanctions imposed and support is offered to all pupils involved.

Step 5

Where an allegation of bullying is founded, follow up meetings may be arranged by the Form Teacher or relevant member of SLT and the pupils involved. Where an allegation is unfounded, the Form Teacher will reassure the affected pupils and offer support. In all circumstances the situation will be monitored and the pupils involved may be added to the Pastoral Watchlist.

Threshold for Reporting Bullying to an External Agency

In all cases of bullying, cyber-bullying, child on child abuse and bullying outside of school, staff must follow the school's reporting procedures and ensure the Designated Safeguarding Lead (DSL) and the Headmaster are aware of such incidents. The Headmaster and Deputy Head will decide whether it is appropriate to take the matter further and report the incident to outside agencies such as the police or children's social care. See Safeguarding (Child Protection) Policy for more details.

The DSL will take advice from a Local Authority Designated Officer on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of a Local Authority Designated Officer, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to suspend him / her during the investigation.

Staff should refer to the School's Safeguarding (Child Protection) Policy for further details.

Record Keeping

Records of incidents of bullying, cyber-bullying and bullying outside of school are all recorded on CPOMS. Prior to April 2022, all incidents were kept by the Deputy Head in the Bullying Log, which is accessible via the DSL. These records are used to evaluate the effectiveness of the approach adopted by the school and to enable patterns to be identified.

Any bullying incident where there is reasonable cause to believe that a child is suffering, or likely to suffer, significant harm will be treated by the school as a child protection concern and the school's Safeguarding (Child Protection) policy will be followed.

Other related policies:

Rewards and Sanctions including Pupil Code of Conduct
Cyberbullying Policy
Safeguarding (Child Protection) Policy
Computer Resources (Acceptable Use) for Pupils Policy
E-Safety Policy
Social Media Policy
Prevent Policy

Reviewed by: Peter Archdale, Deputy Head
Review Date: September 2026
Next Review Date: September 2027

Reviewed and approved by: Governance Committee
Review Date: 5 October 2026
Next Review Date: September 2027

Appendix A

PINEWOOD

Est. 1875

Anti-Bullying Charter

We Agree That...

- Everyone at Pinewood has the right to be happy at school
- Bullying, in any form, is totally unacceptable.
- Bullying includes:
  - Hurting people physically by hitting, kicking or in any other deliberate way.
  - Hurting their feelings by calling them names, spreading stories about them, isolating them, abusing their property or through any other behaviour which is intended to be upsetting.
  - Making hurtful comments and threats online, excluding friends from social media groups.

We Intend That...

Bullying shall not be tolerated in our school, by pupils or staff.
If you or someone you know is being bullied:

- Tell someone whom you trust - staff, a senior pupil, a friend, a parent etc
- Send an email to stopbullying@pinewoodschool.co.uk
- Ask for help and be truthful about what has happened
- Don't suffer in silence
- Don't believe what bullies say to you

BUT

- Don't bully in response
- Do check that your own behaviour hasn't upset or antagonised others

Signatures:

REMEMBER - stand up for what is right. Support the person being bullied by telling someone you trust so they can be helped and the problem sorted out.

Appendix B

PINEWOOD FRIENDSHIP PROMISE

Friends should:

Help, care and encourage each other.
Listen carefully to each other.
Include each other in conversations and play – particularly at break and rest.
Give compliments to each other and don't say unkind things.
Share things with each other.
Treat each other the way you would like to be treated.

I promise to be a good friend
signed:

Appendix C

Pre-Prep Values and Behaviour
Rewards and Expectations

At Pinewood, our core value is...

KINDNESS

- Kindness to others
- Kindness to your surroundings
- Kindness to yourself

Celebrating the positive and having consistent expectations at all times

Recognition & Rewards

- Positive praise & stickers - publicly
- Marbles (Y2) / Pom Poms (Y1)
- Kindness Tree
- Kindness Cafe
- Head of Pre-Prep/Deputy's Award
- Merit Assembly
- Celebration Assembly
- Verbal feedback to parents

Visible Consistencies From All Adults

- Daily meet and greet to start the day
- Persistently catching children doing the right thing
- Always listen - all children's voices matter
- Pick up on those who fall below expectations - in all situations and from any class
- Have restorative conversations
- Always relate conversations back to our core value: kindness

Expectations and Stepped Consequences*

1. **Redirect** - 'Nudge' towards expected behaviour (e.g. a look, modelling, praise of others etc)
2. **Verbal Reminder** - Relate back to 'Kindness' and the expectations
3. **Warning** - Clear verbal warning of the expectations not being met and the consequences (ideally privately)
4. **Time Away** - Moved to work in another space within the classroom or a different classroom as necessary
5. **Missed Break / Head(Deputy) of PP** - Repeatedly falling below expectations will result in missed break time and a conversation with the Head/Deputy
   - ***At this point, either the Class Teacher or Head/Deputy will speak to parents***
6. **Follow Up** - Always needed after steps 4 or 5. Restorative Conversation, either with Class Teacher or Head/Deputy. Can be brief or more formal, but will always happen to reaffirm the expectations moving forward and look ahead positively

* Serious behaviour may supersede the Stepped Consequences above: e.g. intentional harm to others, serious challenge to safety, authority or learning, deliberate damage to property

The Stepped Consequences may be adapted for age, specific needs or individual circumstances

Restorative Conversations

What happened? What were you thinking and feeling at the time?
How are you feeling about it now? Who has been affected? How do you think they feel?
What needs to happen to put things right?
How can we do things differently next time? How can we help you?

At Pinewood, our core value is...

KINDNESS

You can show kindness by....

This means...

- **Kindness to others**
- **Kindness to your surroundings**
- **Kindness to yourself**

Images by Elise Gravel

...and many more ways too!

We will celebrate your kindness by...

- Telling your parents
- Praise & Stickers
- Kindness Tree
- Kindness Cafe
- Merit Assembly
- Head of Pre-Prep/Deputy Awards
- Pom Poms (Y1)
- Marbles (Y2)
- Celebration Assembly