



PINEWOOD

Est. 1875

ANTI-BULLYING POLICY

A Whole-School policy including the EYFS

This policy has been developed in accordance with the principles set out in the following documentation on Bullying: A charter for action document referenced in the DfE guidance “Preventing and Tackling Bullying”: Embedding anti-bullying work in school document. This policy is available to all parents including parents of boarders and is known to staff and boarders including junior and recently appointed staff.

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

AIM

Pinewood wants to 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.

DEFINITION

Bullying is a wilful, conscientious desire to intentionally hurt, threaten or frighten someone. This may take the form of verbal or psychological as well as physical abuse, cyberbullying (see appendix 2) threatening behaviour or extortion (demanding money or possessions), and can be motivated by racial, religious, cultural, sexual, homophobic prejudice or for prejudice against a child who has special educational needs and disability, or again 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.

The Anti-Bullying Charter principles mean :(See Appendices A,B, C, D & E)

For pupils who experience bullying

- They are heard.
- They know how to report bullying and get help.
- They are confident in the school's ability to deal with the bullying.
- Steps are taken to help them feel safe again.
- They are helped to rebuild confidence and resilience.
- They know how they can get support from others.
- Pupils in Years 3 to 8 sign and commit to the Pinewood Anti-Bullying Charter at the beginning of each school year (see Appendix A).

For pupils who engage in bullying behaviour

Sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused. This is in line with the points up and points down system as outlined in the Behaviour and Discipline (sanctions and rewards) Policy.

For major incidents the Headmaster or in his absence the Deputy would:

- Interview the child and inform the parents by letter of the problem and the action taken.
- A second offence would entail a child and the parents together seeing the Headmaster and Deputy and could result in suspension.
- A third transgression may reluctantly mean permanent exclusion.

Pupils learn to behave in ways that do not cause harm in future because they have developed their emotional skills and knowledge.

They learn how they can take steps to repair the harm they have caused.

For schools

The whole-school community is clear about the anti-bullying stance the school takes.

Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school.

Records kept in Incident Book as a means of evaluating the effectiveness of the approach adopted or to enable patterns to be identified.

Every chance is taken to celebrate the success of anti-bullying work and the school has taken part in the National Anti-Bullying Week.

All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For Headmaster, DSL, other staff and governors

They 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. Inset training has taken place for all staff on this issue. The training was led by Oxfordshire County Council.

The 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.

Curriculum opportunities are used to address bullying.

Pupil-support systems are in place to prevent and respond to bullying.

They have addressed school-site issues and promoted safe play areas.

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 (incident, boarding, complaints books, survey monkey, well being) 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.

They work in partnership with parents, other schools and with children's services and community partners to promote safe communities as required.

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

As **ALL** members of staff are responsible for the enforcing of decent standards of behaviour, so will they be for 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 Well-Being and Emotional Support, the Deputy Head and Headmaster take on specific responsibility to monitor patterns of bullying and respond accordingly. The school regularly undertakes Well-Being Surveys and Survey Monkey Prep School Bullying Surveys, with all pupils taking part. The results are available to parents on request and action taken by SLT.

For parents

They are clear that the school does not tolerate bullying.

They are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure. Prompt reporting of **All** bullying incidents to the Headmaster or the Deputy Head who will guarantee anonymity.

They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way that protects their child.

They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

This policy is accessible on the school website.

THE SYMPTOMS OF A BULLIED CHILD

- 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

MEMBERS OF STAFF will be vigilant about:

- (a) Setting a proper example of respect, kindness and good manners.
- (b) Ensuring that standards of discipline are maintained in a quiet, controlled and caring atmosphere.
- (c) Dealing promptly and effectively with all reported incidents of bullying.
- (d) Recording of all bullying incidents and action taken in the Incident Book so that Form Tutors and The Head of Well-Being and Emotional Support know.
- (e) Remembering that they are role models for children at an impressionable age.

PUPILS should be expressly taught, during tutor periods, House meetings, Assemblies, drama and through the Life Skills programme, the values and principles of:

- rights of the individual
- tolerance of individual differences and avoid prejudice based on language
- social responsibility, i.e. caring for ALL members of a community
- 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
- the correct use of the complaints procedure
- the part played by Year 8 children

PROVISION is made for:

- (a) Play areas which are quiet and where vulnerable pupils will not feel threatened.
- (b) Free time activities which will provide meaningful and enjoyable recreation for those who prefer their own company.
- (c) Adequate supervision and surveillance of potential 'danger areas'. These could include changing rooms, toilet areas, the woods, etc.

THE COMPLAINTS PROCEDURE

(a) Pupils should always report incidents of bullying or of observed distress to someone they trust. 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.

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

(c) If the allegation is of a very serious nature, refer the matter immediately to the Headmaster, Deputy Headmaster or Senior Master.

(d) Although each case is likely to require a specific and unique approach, the following general procedure may provide a useful guide:

- Make a preliminary investigation by talking to witnesses.
- Consult with colleagues – to find relevant history/background.
- Interview pupils separately to test their version of events.
- If one party admits to being the aggressor, he/she should be left in no doubt about the school's disapproval of their actions. They should be told that a full account of what has happened may be kept on file for future reference.
- If both parties feel aggrieved, it may be possible to get them to shake hands and end the matter then and there.
- It may be necessary to act on one's judgement and decide who the bully is and who the victim is.
- The bullied child should be assured of patient and sympathetic listening and should be given ongoing advice, remediation and support.

(e) Bullies should be assured of a suitable punishment which will be a deterrent, as well as counselling and rehabilitation. They need to be aware of Pinewood's rule of three. (3 major crimes – bullying, stealing, vandalism – 3 chances) As every case of bullying is likely to be different, appropriate sanctions should be discussed, implemented and followed up on each occasion. It is recognised that victims may well want to see a bully punished in some way. Experience suggests that a face-to-face apology is often appreciated by the victim and is also an opportunity for the member of staff to gauge the sincerity of a bully.

(f) A written record of clearly substantiated incidents will be kept in the Incident Book. It is vital that the relevant tutors are involved and informed throughout. It may be helpful to inform all staff at the Monday meeting or to direct their attention to the Incident Book.

(g) In consultation with the Headmaster, it may be necessary to contact parents.

(h) The situation should continue to be monitored.

THRESHOLD FOR REPORTING BULLYING TO AN EXTERNAL AGENCY

In all cases of bullying, cyber-bullying, pupil on pupil 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 school are kept by the Deputy Head in the Bullying Log. 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:

Behaviour and Discipline (sanctions and rewards)

Cyberbullying Policy

Safeguarding (Child Protection) Policy

Computer Resources (Acceptable Use) for Pupils Policy

E-Safety Policy

Social Media Policy

Prevent Policy

Bullying Log

Reviewed by Governance Committee September 2018

Next Review Due: September 2019

PINEWOOD ANTI-BULLYING CHARTER

WE AGREE THAT:

- Everyone at Pinewood has the right to be happy at school
- Bullying, in any form, is totally unacceptable

This 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.

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, senior pupil, friend, parent etc
- Send an e-mail to stopbullying@pinewoodschool.co.uk and you will be listened to and your problem sorted out.
- 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

REMEMBER that to stand back and do nothing when others are being bullied is a sign of weakness and implicates you in what is going on.



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:



Pinewood Pre-Prep and Early Years Golden Rules

Be honest

Listen to people

Be kind and gentle

Be helpful and polite

Work hard and do your best

Look after property and share with
others

**Pre-Prep and Early Years Pupils' Code of Behaviour
and School Rules**

This code of behaviour has been based around the values that Pinewood aims to promote. Our two guiding principles are: treat others as you would wish them to treat you, and, any lapse of common sense, decency or good manners will be counter to the expectations we have of you here at Pinewood. In Pre-Prep and Early Years we follow the Golden Rules and the Jigsaw Charter (Lifeskills) which helps us to create rules which help us around school.

Children at Pinewood are:	How we make that happen:
Golden Rule Be Honest	We always try to tell the truth and be honest with our friends and adults around us. <ul style="list-style-type: none">• We only make up stories in imaginative story time writing and lessons where we are asked to use our imaginations such as Drama.• We tell the truth if we have done something we shouldn't have even if we think we may be in trouble. The teachers will always be pleased that we have been honest straight away.
Golden Rule Be Kind and Gentle	We like to be kind to each other with our voices and our actions. <ul style="list-style-type: none">• We have 'kind hands' which are helpful to others.• We have 'kind hands' which are gentle with others.• At playtimes we are kind and gentle with our friends and the equipment.• We are kind to the environment and put paper in the recycling bins in our classrooms.• We are kind and gentle in our outdoor areas to the plants and animals.
Golden Rule Be Helpful and Polite	We like to always say 'please' and 'thank you' and help our friends and adults around the school. <ul style="list-style-type: none">• At snack-times we say please and thank you when we are given our drinks and snacks.• At lunchtimes we say please and thank you when we are offered more food or bread.• It is helpful and polite to put our knife and fork together on our plates when we have finished our main course.• When visitors are in Pre-Prep we like to stand to one side in any doorways so the visitors can go first.• We like to put our hand up in class when we have something to say and take turns when we answer.• We like to listen to others and even if we are excited to speak we try not to interrupt.• We say 'Good Morning' and give eye contact to the teachers when we come through the main doors.
Golden Rule Work Hard and Do	We like to work hard all the time and try our best at everything, even if we need some extra help.

Your Best	<ul style="list-style-type: none"> • We like to work towards becoming independent and unpack our own book bags in the morning and hang our coats and belongings up. • During carpet times we join in with our ideas and focus. In Early Years we like to say ‘Hocus Pocus let’s all Focus’. • In lessons we all try to concentrate on our activities and talk about our learning. • When we do our best we get stickers and rewards and sometimes we get a Headteacher’s Award.
Golden Rule Look After Property and Share With Others	<p>We have colourful and exciting classrooms and Pre-Prep areas with lots of equipment for us all to use.</p> <ul style="list-style-type: none"> • We play carefully with the equipment and always share with others. • We look after our own belongings by hanging coats and bags on our pegs and leaving things tidily. • If we find something that belongs to someone else in our class we help them put it on their peg. • If we take hair slides and bobbles out of our hair we keep them safely in our drawers. • We always help tidy the classrooms and equipment on Top Field. • If somebody brings something in for ‘Show and Tell’ we may be able to touch it during ‘Show and Tell’ time in the classroom. • We walk around Pre-Prep as this is safe and helps us to look after all our displays and belongings.

In Pre-Prep and Early Years we have some extra rules which help us keep safe:

- Outside doors are only opened by adults even if we know who is trying to come in.
- Around Pre-Prep and on the way to Top Field, the Theatre or the Sports Hall we always walk and follow the teacher.
- If we are using any sharp tools such as scissors or trowels in the garden we listen to how we use them properly and are very careful with them.
- Before school and after school we stay on the pathways and the grass and stay away from climbing or standing on the walls. It is important that we stay near to whoever has picked us up or is dropping us off.
- When we walk over to the Dining Hall, Surgery or the Computer Suite we always follow our teachers safely across the road and through the school.
- If we are going for a ‘class walk’ or up to the garden we only go where the teacher has said.

CODE OF CONDUCT AND SCHOOL RULES

A Prep School Policy

This code of behaviour has been based around the values that Pinewood aims to promote. Our two guiding principles are: treat others as you would wish them to treat you, and, any lapse of common sense, decency or good manners will be counter to the expectations we have of you here at Pinewood

Children at Pinewood are:	How we make that happen:
Independent	<p>Be responsible for our organisation</p> <ul style="list-style-type: none">• hand in preps on time• bring the correct equipment to lessons• arrive at lessons on time <p>Be responsible for our appearance</p> <ul style="list-style-type: none">• boys' hair should be off the collar, and show a good degree of ear. Girls' hair should be tied back if longer than shoulder length.
Kind, considerate, respectful and tolerant.	<p>Keep to the agreement made in the Pinewood Friendship Promise (Lower School) or The Anti-Bullying Charter (Middle and Upper School)</p> <p>Be respectful of our learning environment and school resources</p> <ul style="list-style-type: none">• Only use things with permission• Put away anything that we have used• Reduce, re-use, re-cycle! <p>Be respectful of all adults</p> <p>Be respectful of other children's belongings, culture and beliefs</p> <p>Be considerate of others learning around us</p> <p>Listen to adults and to our peers</p>
Courteous and well-mannered	<p>Remember to use 'please and thank you'</p> <p>Be considerate when walking around school</p> <ul style="list-style-type: none">• hold the door open for others• allow others to come through doorways first• offer to help people who are carrying heavy things• greet adults and keep eye contact <p>In the dining room:</p> <ul style="list-style-type: none">• Talk in a low-level voice to people around us• Keep elbows off the table• Finish our mouthfuls before speaking or moving around the dining room• Use a knife and fork where appropriate

	<ul style="list-style-type: none"> • Try to eat everything on our plates to avoid waste
Happy, secure and safe	<p>Be calm and sensible and be sure to <u>walk</u> around school</p> <p>Stay away from the ‘out of bounds’ areas (see Appendix A)</p> <p>Play kindly, safely and sensibly.</p> <p>Use furniture properly – keep all four legs of our chairs on the floor</p> <p>Hand in all medicines to surgery, including cough sweets</p> <p>Remember that some things are not allowed in school (See Appendix B)</p> <p>Tidy up after ourselves</p> <p>Listen to all instructions and follow them</p>
Curious	<p>Take responsibility for our own learning</p> <ul style="list-style-type: none"> • Take on board our teachers’ feedback • Try our hardest to improve <p>Take advantage of opportunities</p> <p>Show enthusiasm in the classroom and beyond</p>

Be honest if you have broken the Code and be prepared to accept the consequences.

Appendix A – Out of Bounds areas

- The swimming pool, until you are told that you can go in
- The drive from the staff car park to the lodge and the paddock to the left
- The staff car park
- The pond
- Any fence bordering the playing fields
- The grass bank by the Lady Chapel
- The bank between the Pre-Prep gardens and the drive
- The lane which runs down beside the school outside the back gate
- No one is to climb/walk on the terrace or the walls in front of the school
- Pre-Prep
- The woods above the swimming pool
- Roofs and fire-escapes
- Greenhouses, the shrubbery and the Estates Sheds

Appendix B – Items to leave at home

- Anything that poses a danger to others
- Sweets (apart from weekly boarders’ tuck and for birthdays)
- Mobile phones
- Electrical games
- Any device that links to the internet.
- Jewellery, except a single plain stud in each ear.
- Money (Goods should not be traded at school)