



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.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

This policy is available to all parents 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. Pinewood recognises the seriousness of bullying, both physical and emotional (which may cause psychological damage).

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 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 5 to 8 sign and commit to the Pinewood Anti-Bullying Charter at the beginning of each school year (see Appendix A) and Years 3 and 4 children follow the Pinewood Friendship Promise (Appendix B)

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 Rewards and Sanctions Policy.

For major incidents, the Headmaster would normally speak to the child and inform parents by letter of the problem and action taken. Depending on the severity of the incident this may take the form of a formal warning, with a comment that any further actions of a serious nature would result in more severe sanctions. Such sanctions could include the possibility of suspension or, in cases of the most serious nature, permanent exclusion from the School. 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.

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. In such cases internal (gating) and external suspensions will be considered, along with permanent exclusion, depending on the nature of the misbehaviour.

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.

Incidents of poor or inappropriate behaviour are recorded on iSAMs when issuing a Points Down Sanction. Three Points Down warrants a detention. Serious issues of misbehaviour are recorded on CPOMs, allowing the DSL and Heads of School to monitor any behavioural patterns that may require further follow up, including any of a bullying nature.

Every chance is taken to celebrate the success of anti-bullying work and the School highlights and acknowledges 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. 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.

As **ALL** members of staff are responsible for the enforcement 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 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 and Prep School Bullying Surveys, with all pupils taking part. The results are available to parents on request and action taken by SLT.

PREVENTING AND ADDRESSING BULLYING

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.
- We foster emotional and social skills and empathy, mainly through Form time, Life Skills (using the Jigsaw programme) and assemblies.
- We challenge 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.
- 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 are 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 sign an Anti-Bullying charter, 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.
- 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.

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 is submitted through CPOMS. The Incident Book and/or the Bullying Log Book will be retained to help track any trends and patterns.
- (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:

- o rights of the individual
- o tolerance of individual differences and avoid prejudice based on language
- o social responsibility, i.e. caring for ALL members of a community
- o appropriate reporting of rule-breaking, i.e. when 'telling' is right, e.g. when a pupil's well-being and happiness is threatened
- o the difference between good and bad secrets
- o the correct use of the complaints procedure
- o 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.
- (d) 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.

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 the Heads of Lower, Middle or Upper School respectively.
- (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 sanction 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 sanctioned 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 logged on CPOMS. 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 tag the relevant members of staff through the recording on CPOMS.
 - (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, 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 now 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: Tim Knapp, Deputy Head and DSL

Review Date: September 2024

Next Review Date: September 2025

Reviewed and approved by: Governance Committee

Review Date: 17 September 2024

Next Review Date: September 2025

Appendix A

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 email 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