THE PINES SCHOOL
ANTI BULLYING POLICY

Policy Owner:	Head Teacher
Amended:	January 2026
Reviewed by SLT:	January 2026
Approved by FGB	February 2026
Next Review:	January 2027

TABLE OF CONTENTS

Aim **3**
Definition of Bullying **3**
Forms of bullying covered by this Policy **4**
Preventing, identifying and responding to bullying **4**
Signs of bullying **4**
Identifying and Responding to Reported Incidents of Bullying **5**
Parental Involvement **6**
Special Educational and Disability Needs **7**
Equal Opportunities **7**
Links with other school policies and practices **7**
Monitoring & review, policy into practice **8**
Data Protection **8**
Responsibilities **8**
Useful Websites for Parents **8**
Kidscape *8*
Childline *9*
Family Lives *9*
Stonewall *9*
Childnet *9*
Know IT All for Parents *9*
Think U Know *9*

Aim

At The Pines School we take great pride in our ethos and promote the value of community through the teaching of care and respect. Our school values of 'Be Your BEST' underpin our behavioural expectations and are also taught explicitly. It is the shared responsibility of all the community, parents, children and staff, to recognise and prevent bullying. The governors and staff are committed to providing a full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

Definition of Bullying

Bullying can be defined as:

"*Behaviour by an individual or a group, usually repeated over time, which intentionally hurts another individual either physically or emotionally*".

Bullies are often confident enough to act in public and depend on the silence of others.

Bullying makes those being bullied feel powerless to defend themselves.

Bullying is anti-social behaviour which tends to continue over a period of time, forming a pattern of behaviour.

Bullying can happen to anyone.

Bullying may include

- **Verbal:** name calling, taunting, mocking, making offensive comments, gossiping.
- **Physical:** pushing, kicking, hitting, taking belongings or any form of violence.
- **Cyber Bullying:** inappropriate text messaging and emails through personal devices as well as through social networking sites and instant messenger, sending offensive or degrading images by phone or via the internet.
- **Indirect:** producing offensive graffiti, spreading hurtful and untruthful rumours, excluding from social groups.
- **Racial bullying:** offensive comments, taunts and/or gestures, graffiti.
- **Homophobic:** because of or focusing on the issue of sexuality.
- **Sexual:** unwanted physical contact or sexually abusive comments including 'sexting'.

Bullying may also take place outside of school and may involve bullying of staff, pupils and parents by other members of the school community.

Forms of bullying covered by this Policy

This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs and/or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or bullying otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.
- Any bullying resulting in children not achieving their full potential.

PREVENTING, IDENTIFYING AND RESPONDING TO BULLYING

Prevention Strategies

- Having high expectations of behaviour for all members of our community.
- Encouraging and promoting self-respect and self-esteem in the classrooms, through direct teaching of our school values of Believe, Excellence, Safe and Team in PSHE and assemblies.
- Encouraging and promoting an atmosphere of mutual trust and respect.
- Raising awareness through particular events or times in the year such as Anti-bullying Week, Black History Month and Mental Health Awareness Week.
- Raising awareness of e-safety throughout the year through the Computing Curriculum and marking Internet Safety Day annually.
- Using positive behaviour management strategies, alongside the school's reward system.
- Activities available at lunchtimes to support positive behaviour on the playground.
- Providing additional lunchtime provision for vulnerable children
- Promoting an atmosphere in which children feel able to talk to adults and it is safe to tell, including the use of 'worry boxes' in classrooms for children to communicate in writing.
- Ensuring that children are aware that being a bystander is not alright.
- Working with outside agencies within local authority where necessary to promote anti-bullying.
- Ensuring Anti-Bullying policy, Behaviour policy, Safeguarding policy and other useful sites are accessible from the school website.
- Ensuring displays in school that show how children can seek support are accessible, up to date and promote a culture of sharing concerns
- Offering support to both those who have been bullied and the perpetrators.
- Providing training for all staff including lunchtime staff to identify bullying and follow school policy and procedures on bullying.

SIGNS OF BULLYING

At The Pines School children are encouraged to report incidents of bullying, either of themselves or of others. However, there are times when children will 'suffer in silence' out of fear of what might happen if the bullying is reported. Therefore, it is vital that staff watch out for potential indicators that could indicate that bullying is taking place. All of these behaviours will cause concern for the welfare of the child and will be investigated. They may be present for a number of reasons, but bullying may be a possible cause.

The victim might be:

- Frightened or unwilling to come to school
- Absent from school more than usual
- Withdrawn or anxious
- Starting to stammer

- Crying at night or having nightmares
- Performing less well at school
- Coming home with damaged belongings or has possessions going missing
- Asking for money or stealing money
- Losing money on a regular basis

- Suffering from unexplained cuts and bruises
- Becoming aggressive and bullying others
- Losing appetite or complaining of being more hungry than usual
- Running away from school.

Identifying and Responding to Reported Incidents of Bullying

All suggestions of bullying are taken seriously. There are a variety of reasons why children and adults bully one another. Time should be spent not only with the victim but also considering why a child becomes a bully and the pastoral support available for the perpetrator as well as to address underlying behaviours. Children are aware that all bullying concerns will be dealt with sensitively and effectively. All parties are listened to straight away and the matter is looked into by the class teacher to gain a complete picture of the incident. Where necessary, a more senior member of staff will be involved. A STOP (Several Times On Purpose) form may be used to monitor and track behaviours at this stage. If bullying has been identified there is a procedure to follow.

The School Behaviour Policy must be followed for all incidents of poor behaviour. All responses to bullying incidents must also be dealt with within the guidelines of the Safeguarding Policy.

Where poor behaviour/bullying is against another child:

- Details of the incident are recorded on CPOMs by the member of staff dealing with the issue and the parents of both victim and perpetrator must be informed.
- If there are multiple incidents or another child has been injured, either the Deputy Headteacher or the Headteacher will be involved.

- Where incidents are escalated to a senior member of staff, both parties will be spoken to and their parents informed. It may be appropriate to introduce a BEST plan to promote positive behaviour choices and to monitor future behaviours.
- If interventions and support have not resulted in an improvement in the situation and bullying behaviour is still exhibited, the Headteacher can consider an exclusion in line with the school's Behaviour Policy.

Depending on the nature of the incident, children can be referred to the Headteacher at any stage. Opportunity should be given for both victim and bully to express their point of view and time taken to find out the causes of the behaviour. Parents of both bully and victim need to be involved and meetings recorded. The class teacher and members of the Inclusion Team or Senior Leadership Team may be involved at any stage to work through the issues that have developed between the children. If appropriate, staff from the Behaviour Support Team or the Educational Psychologist or other agencies may be involved. If there is possibility of a permanent exclusion, a Pastoral Support Programme will be implemented in partnership with the Local Authority. At all times, it should be stressed that bullying is not acceptable and actions will always be taken.

Class teachers will:

- Reward children who exhibit our school values and make positive behaviour choices
- Be consistent with implementing the behaviour policy, including not accepting retaliatory behaviours
- Involve children in helping to solve problems and address topical issues
- Continue to teach about relationships and conflict resolution in PSHE
- Develop children's social skills generally within the class and build our school community
- Teach and encourage confidence-building and assertiveness
- Emphasise that it is the bullying behaviour that is disliked, not the child
- Work with the Inclusion Team to find constructive ways to help children who are bullying to change their behaviour
- Engage in monitoring processes to track bullying behaviour

Parental Involvement

Children may make disclosures to parents at home or parents may notice changes in behaviour that are not evident in school. Parents should feel confident that they can come to the class teacher with concerns, knowing that it will be investigated and will follow the procedures as set out.

Actions in all meetings should be agreed and parents should be given feedback as to the outcome. They should also be encouraged to make further contact if the behaviours are being repeated.

We would always prefer that difficulties in relationships between children were sorted out in school where we have a wide team of professionals to support all involved. We would discourage parents from intervening themselves. We will always ask parents to support the school during the investigative process.

Special Educational and Disability Needs

Children with specific special educational and disability needs may be particularly vulnerable to bullying activities. Staff will be vigilant for any changes in their behaviour and should provide regular opportunities for them to discuss any worries they might have.

PSHE lessons can provide opportunities for children to learn about our collective responsibility as a community for looking out for each other. Our Nurture Provision also provides opportunities for children to explore their emotions and discuss any difficulties they may be facing. It can provide a safe place to work through experiences as either a victim or a perpetrator whilst also receiving guidance from trained staff.

The case history of some children may result in them exhibiting tendencies towards bullying behaviour. In these instances, support should be provided for both the bully and the victim and opportunities sought to break the cycle that can result. Where children have experienced bullying at home, this can appear to be an acceptable way to behave. This does not excuse bullying behaviour but can help to explain its origins. All involved need to be aware additional work will be needed to support the re-education of the child.

Equal Opportunities

It should be noted that there is no one 'stereotypical bully'. Bullies can come in all shapes and sizes and most people, at some stage, will have been involved in a bullying incident in their life. It is important that staff keep an open mind when dealing with allegations and should be clear of their evidence.

However, there may also be times where children have to be given the benefit of the doubt, both for and against the bully where insufficient proof is available.

When liaising with parents and carers:

- Ensure that parents/carers know who to contact if they are worried about bullying.
- Ensure that issues will be dealt with promptly if parents/carers report a bullying incident.
- Ensure that parents/carers know that feedback regarding their concerns on bullying are usually verbal but may require a written response depending on the nature of concern.
- Ensure parents/carers know about our complaints procedure and how to use it effectively.
- Ensure parents/carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents/carers in turn work with the school to uphold the anti-bullying policy.

Appendix A lists useful websites for parents.

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Complaints Policy
- Behaviour Policy
- School Aims and Values
- Confidentiality Policy
- Child Protection and Safeguarding Policy
- E-Safety Policy
- The recording of racial incidents
- Relationships and Sex Education Policy
- Our PSHE Curriculum
- The teaching of British Values through assemblies and PSHE

MONITORING & REVIEW, POLICY INTO PRACTICE

This Policy will be reviewed at least once every two years and more frequently if required. The school uses the guidance by the DFE to inform its action planning to prevent and tackle bullying.

DATA PROTECTION

The school processes any personal data collected during the application of this policy in accordance with our Data Protection policy. Further details can be found in the Privacy Notice on the school's website. Any data collected is held securely and accessed by, and disclosed to, individuals for the purposes of applying this policy.

RESPONSIBILITIES

This Policy will only work if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying. Everyone in the school community has a part to play.

It is the responsibility of:

- The Headteacher, all teaching and non-teaching staff and governors to be aware of this policy and implement it accordingly.
- School Governors to take an active role in monitoring and reviewing this policy.
- The Headteacher to communicate the policy to the school community.
- Pupils and parents to abide by the policy.

APPENDIX A

USEFUL WEBSITES FOR PARENTS

Kidscape

www.kidscape.org.uk

020 7730 3300

Childline

Advice and stories from children who have survived bullying

08000 1111 - Bullying Advice and Cyber Bullying Advice

Part of family lives website - www.bullying.co.uk

Family Lives

Advice and links for parents - www.familylives.org.uk

0808 800 2222

Stonewall

Gay equality organisation founded in 1989. Founding members include Sir Ian McKellen.

www.stonewall.org.uk

Childnet

An international website. “The internet is an amazing place and a wonderful resource and our aim is to help make the internet a great and safe place for children and young people. Find the latest information on the sites and services that you like to use, plus information about mobiles, gaming, downloading, social networking and much more”

www.childnet.com

Know IT All for Parents

A range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet.com/resources/know-it-all-for-parents

Think U Know

Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for different age groups as well as information for parents and workers with children. www.thinkuknow.co.uk