



# Pinehurst Primary School Anti-Bullying Policy

‘Experience, Excel and Enjoy’

## 1. Introduction and Purpose

Pinehurst Primary School is committed to providing a safe, caring and supportive environment in which all pupils feel valued and able to learn without fear. Bullying of any kind is taken very seriously and will not be tolerated. This policy outlines the school's approach to preventing, reporting, dealing with, and reviewing bullying, in line with statutory guidance and current legislation.

## 2. Legal & Statutory Framework

This policy is set in the context of and seeks to comply with:

- **Education and Inspections Act 2006** – requirement for schools to promote good behaviour and prevent all forms of bullying.
- **Equality Act 2010**, including the Public Sector Equality Duty – eliminating discrimination, harassment and victimisation, and promoting equality of opportunity for those with protected characteristics.
- **Children Act 1989 & Children Act 2004** – safeguarding duties and promoting welfare of children.
- **Keeping Children Safe in Education** (latest edition) – staff awareness of safeguarding including bullying that may constitute significant harm.
- **Behaviour in Schools** guidance (latest version) – expectations for behaviour policies.
- Any relevant local authority guidance.

## 3. Definitions

- **Bullying:** behaviour by an individual or group that is *deliberate, repeated or persistent*, causing hurt, harm, fear or distress. Key features include an imbalance of power (physical, social, emotional or digital).
- **Cyberbullying:** bullying carried out via electronic means (social media, messaging apps, email, gaming platforms etc.), including impersonation, exclusion, posting hurtful content, hacking.
- **Prejudice-related bullying:** bullying motivated by protected characteristics under the Equality Act 2010 (race, religion or belief, sex, sexual orientation, gender reassignment, disability, age, pregnancy/maternity, marriage/civil partnership), as well as other vulnerabilities (appearance, health, family background).

#### 4. Roles and Responsibilities

<b><u>Role</u></b>	<b><u>Responsibilities</u></b>
<b>Headteacher</b> (Mrs Glynn)	Overall responsibility for ensuring this policy is implemented; liaising with governors, local authority, outside agencies; ensuring staff are trained; ensuring reporting and monitoring systems work.
<b>Anti-Bullying Coordinator</b> (Miss Thomas)	Leading on policy review; coordinating prevention, reporting, recording; analysis of incident data; ensuring support for pupils; reporting to Headteacher and governors.
<b>Nominated Governor for Behaviour / Anti-Bullying</b> (Mrs Roach, Mr Hilliard)	Monitoring policy implementation; ensuring the governing body is informed of bullying incidents/trends; holding school leadership accountable.
<b>All Staff (teaching, non-teaching, volunteers)</b>	Being alert to bullying; taking all reports seriously; following up on incidents; modelling respectful behaviour; applying policy consistently.
<b>Pupils</b>	Reporting bullying (self or witnessed); participating in prevention efforts (buddies, peer mediation); respecting others.
<b>Parents/Carers</b>	Supporting the policy; reporting concerns; reinforcing positive behaviour; collaborating with school in resolving issues.

#### 5. What Bullying Looks Like / Types of Bullying

Bullying may include, but is not limited to:

- Physical assault
- Taking or damaging property
- Verbal abuse: name-calling, taunts, mocking
- Spreading rumours or gossip
- Social exclusion or isolation
- Cyberbullying: inappropriate texts/emails; offensive images; impersonation; exclusion online
- Prejudice-based bullying: motivated by race, religion, gender identity, sexual orientation, disability, etc.
- Bullying related to appearance, health, home circumstances, family status

## 6. Where Bullying Can Occur

- On school premises: classrooms, playgrounds, corridors, toilets, dining hall etc.
- Outside school: on journeys to/from school, on school trips, in the local community.
- Online / digital spaces: social media, messaging platforms, gaming platforms, etc.

## 7. Reporting and Responding to Bullying

### Reporting

- Pupils, parents/carers or staff can report bullying verbally or in writing.
- There should be multiple routes: class teacher, any trusted staff member, Anti-Bullying Coordinator, Headteacher.
- Anonymous reporting should be possible.

### Responding

When bullying is reported:

1. **Record** the incident using the school's documented system (e.g. incident log, bullying incident form).
2. **Investigate** by interviewing all parties (victim(s), perpetrator(s), witnesses).
3. **Assess risk**: consider whether safeguarding procedures need to be invoked (e.g. risk of harm).
4. **Involve parents/carers** of both victim(s) and perpetrator(s).
5. **Sanctions and support**:
  - Sanctions according to severity and frequency, consistent with the Behaviour Policy.
  - Support for victim(s): counselling, peer support, restoring sense of safety.
  - Support for perpetrator(s): restorative practices, mediation, education on impact, mentoring or outside agency involvement where appropriate.
6. **Follow-up**: keep in touch with the victim to monitor wellbeing; review whether behaviour has changed; ensure no retaliation or recurrence.
7. **Complaints**: If after the internal process the family is not satisfied, they may follow the school's Complaints Policy.

## 8. Recording, Monitoring & Evaluation

- All bullying incidents must be recorded in detail: who was involved, type of bullying, motivation, location (including digital/off-site), outcome, any repeat incidents.
- Data to be analysed termly to identify trends (e.g. by year group, protected characteristic, location).
- Termly / half-termly reporting to senior leadership and governors.
- Use findings to inform prevention strategies, policy review and staff training.

## **9. Prevention Strategies & Education**

- Curriculum embedding: Regular, age-appropriate teaching in PSHE / RSHE, e-safety, digital citizenship, empathy, respect and diversity.
- Whole-school events: Anti-Bullying Week; assemblies; workshops.
- Peer strategies: buddying, peer mentoring, peer mediation.
- Student voice: involvement through school council, pupil feedback, surveys.
- Staff training: on bullying, discrimination, online harm, safeguarding, mediation/restorative approaches.
- Parental engagement: providing information, workshops, e-safety guidance.
- Promoting a positive school culture rooted in respect, inclusion, equity.

## **10. Sanctions & Support**

- Sanctions proportionate, consistent, clearly communicated. Possible options include verbal reprimand, withdrawal of privileges, internal exclusion, fixed period exclusion (per Behaviour Policy); more serious/ongoing cases may require external involvement.
- Support for victims: pastoral care, counselling, peer support.
- Support for perpetrators: understanding motivations, restorative justice, behaviour mentoring, if needed refer to external services.
- For bystanders: education and opportunities to act positively.

## **11. Inclusion, Diversity & Equalities**

- Explicit commitment to challenging prejudice-based bullying.
- Particular attention to those with protected characteristics.
- Also those vulnerable due to appearance, health, home/family circumstances, being a young carer, looked after child, SEND etc.
- Ensuring accessibility: making policy, reporting systems, support available in accessible formats and languages.

## **12. Cyberbullying & Online Safety**

- Policy covers online behaviours whether they occur inside school time or outside.
- Digital citizenship education: safe use of internet, social media, awareness of online harm, impersonation, sharing images etc.
- Acceptable Use Policy and Online Safety / e-Safety Policy are aligned and enforced.
- Guidance and support for parents/carers about monitoring, reporting, handling online incidents.

### 13. Links with Other Policies

This policy should be read in conjunction with:

- Behaviour Policy
- Safeguarding / Child Protection Policy
- RSHE / PSHE Policy
- Online Safety / Acceptable Use Policy
- Equality, Diversity & Inclusion Policy
- Confidentiality Policy
- Complaints Policy

### 14. Review and Policy Implementation

- Policy reviewed at least **annually**, or more frequently if needed (for example if incident data indicate trends, or changes in legislation/guidance).
- Pupils, staff, parents and governors involved in review (student voice, staff feedback).
- Publication: make policy available to all stakeholders; ensure all new staff receive training on it; remind all stakeholders of its content yearly.

### 15. Useful Organisations & Resources

- **Anti-Bullying Alliance**
- **Stonewall**
- **Childnet** / UK Safer Internet Centre
- **Mencap**
- **Educational Action Challenging Homophobia (EACH)**
- **NSPCC** – online safety, safeguarding guidance

*Updated Autumn 2025*



# SCHOOL BULLYING INCIDENT FORM

School

Date of Incident

Time of Incident

## Nature/Type of Incident (Please Tick)

<i>Extortion</i>	<input type="checkbox"/>	<i>Personal possessions taken/damaged</i>	<input type="checkbox"/>
<i>Isolation/Being Ignored or Left Out</i>	<input type="checkbox"/>	<i>Forced into something against will</i>	<input type="checkbox"/>
<i>Physical</i>	<input type="checkbox"/>	<i>Written</i>	<input type="checkbox"/>
<i>Verbal (Name-Calling, Taunting, Mocking)</i>	<input type="checkbox"/>	<i>Spreading Rumours</i>	<input type="checkbox"/>
<i>Cyber (Email, Internet, Text)</i>	<input type="checkbox"/>	<i>Other (please specify)</i>	<input type="checkbox"/>

## Details of Young People Involved

	Names	Year Group	Gender	Religion	Ethnic Origin Code	Home Language	Role*	Repeat perpetrator/target (Y/N)
1								
2								
3								
4								
5								
6								

<b>Brief summary of Incident</b>	
<b>Action Taken</b>	
include any exclusions, parental involvement, or involvement with external agencies.	
If appropriate was a EHAT used?	
YES/NO	
With Individuals	
1.	
2.	
3.	
4.	
5.	
6.	
Form completed by:	Date:
Follow-up	Date



## Anti-Bullying Review Sheet

**Autumn/Spring/Summer Term**

### Type of Incident

Extortion	
Isolation	
Physical	
Verbal	
Cyberbullying	
Damage of property	
Forced to do something	
Spreading rumours	
Other ( specify)	

### Profile of Young People

Year	Ex	G	E	Isol	Phys	Verbal	Cyber	Prop	Force	Rumour	Other

G=gender(M/F) E=Ethnicity code

### Location

Classroom	
Playground/school grounds	
Communal area	
Toilets	
Outside school - cyberbullying	
- other	

### Motivation

Appearance	
Gender/Sexism	
Religion/Culture/ Race	
Homophobia	
Disability/SEN	
Home/Family circumstances	
Other	





## PINEHURST PRIMARY SCHOOL INCIDENT LOG

Type of incident					
Physical		Verbal		Written	
Cyber		Extortion		Isolation (being left out/ignored)	
Personal possessions taken/damaged		Forced into something against will		Spreading rumours	
Other (please specify)					

DATE/TIME	INCIDENT CHILD/CHILDREN INVOLVED	LOCATION	REPORTED TO	ACTION TAKEN/OUTCOME