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# Anti-bullying Policy

**Ratified by Cedar Tree Federation Governors:** October 2026

**Next review date:** October 2027

**INTRODUCTION**

At Pinhoe C of E Primary School & Nursery, every child has the right to feel safe, valued, respected and that they belong. Bullying in any form is unacceptable and will be taken seriously.

Positive relationships are at the heart of our school. In keeping with our relational approach, we seek both to prevent bullying and to respond effectively when concerns arise. We listen carefully to children, act promptly, identify and address harm, and support all pupils involved. Where a child's behaviour is causing harm to others, we seek to understand the factors contributing to that behaviour while maintaining clear boundaries and expectations for safety and respect.

Our approach reflects our commitment to inclusion. We recognise that individual pupils may experience, communicate or report bullying differently and that some pupils may require reasonable adjustments or additional support to ensure that their voice is heard and that they feel safe.

In line with the Equality Act 2020, it is essential that our school:

- eliminating unlawful discrimination, harassment and victimisation;
- advancing equality of opportunity between people who share a protected characteristic and those who do not; and
- fostering good relations between people who share a protected characteristic and those who do not.

At Pinhoe C of E Primary School & Nursery, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all of our staff and volunteers to share this commitment.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is “reasonable cause to suspect that a pupil is suffering, or is likely to suffer significant harm. Where this is the case, the school staff should report their concerns and seek advice from the Devon Local Authority Safeguarding team.

This policy is linked to our Behaviour policy and our Safeguarding and Child Protection policy, our school Code of Conduct and the schools Vision and Values.

It is the responsibility of the Governing Body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

**AIMS**

We are committed to promoting and developing a school ethos where bullying is regarded as unacceptable, to ensure a safe and secure school environment for all pupils.

**Bullying Definition**

We define Bullying as:

***“Behaviour by an individual or group which is repeated over time that intentionally aims to hurt another individual or group either physically or emotionally.”***

Bullying is different from a one-off incident, disagreement or friendship difficulty. Children will sometimes experience conflict, fall out or make poor choices within relationships. These incidents will still be taken seriously and addressed in accordance with our Relational Behaviour Policy, but they will not automatically be classified as bullying.

In considering whether behaviour constitutes bullying, staff will consider the nature of the behaviour, whether it is repeated or forms part of a pattern, its impact, the context in which it has occurred and any imbalance of power between the pupils involved.

**BULLYING BEHAVIOURS**

We recognise that bullying can be demonstrated in a variety of different ways:

- **Physical bullying (**Hitting, kicking, pushing, deliberately hurting another person, taking or damaging belongings, or other unwanted physical behaviour).

- **Verbal Bullying** (name calling, being mean deliberately either directly or indirectly with the intention of hurting the feelings of others through swearing, spreading rumours, threats, teasing).

- **Emotional Bullying:** (Deliberate and repeated exclusion, manipulation of friendships, spreading rumours, intimidation, ridicule or humiliation).

- **Online Bullying:** Bullying that takes place using digital technology, including messaging, gaming, social media and other online platforms. Online bullying may take place inside or outside school and may have a wider audience or continue beyond the school day. Where online behaviour affects the safety, wellbeing or relationships of pupils within school, the school will respond in accordance with this policy and relevant safeguarding and behaviour procedures.

- **Prejudice related Bullying** Bullying related to, or perceived to be related to, a person's identity or protected characteristic. This can include bullying related to race, religion or belief, disability or SEND, sex, sexual orientation, gender reassignment or other aspects of identity.

- **Deliberate Damage:** to property, or theft: pupils may have their property damaged or stolen.

**Pupils who may be particularly vulnerable to bullying**

Any child can experience bullying. We recognise, however, that some pupils may be more vulnerable to bullying or may face additional barriers to recognising, reporting or seeking help when bullying occurs.

- Looked After Children
- Gypsy, Roma and Traveller Children
- Pupils from Ethnic Minorities
- Pupils entitled to Free School Meals (FSM)
- Pupils for whom English is an Additional Language (EAL)
- Pupils who are perceived to be Lesbian, Gay, Bisexual, Transgender or Queer (LGBT+) people.
- Pupils with disabilities and/or SEND;
- Pupils with communication needs;
- Pupils with social, emotional or mental health needs;
- Pupils experiencing changes or difficulties within their family circumstances;
- Pupils perceived to be different by their peers for any reason.

Staff will remain alert to these vulnerabilities and make reasonable adjustments to enable pupils to communicate concerns and participate fully in any investigation.

**BULLYING PREVENTION**

Our preventative approach is underpinned by the Pinhoe rules: **Be Safe, Be Ready and Be Respectful**. Through daily relationships, the curriculum, assemblies and explicit teaching, pupils learn what respectful relationships look like, how to recognise behaviour that may cause harm and how to seek help for themselves or others.

We encourage all of our school community to be proactive in promoting positive relationships and responding to behaviour that may cause harm. Where behaviour that may cause harm is seen or reported, it is dealt with immediately and the teacher informed so that an overall picture of everything surrounding a child is known.

Preventing and raising awareness of any bullying behaviours is essential in keeping incidents in our school to a minimum and also to ensure we act swiftly to investigate alleged incidences.
Through assemblies, and our comprehensive PSHE curriculum (JIGSAW), we teach our pupils what bullying is, as well as incidents we would describe as bullying. We also cover the misconception that friendship disputes are not necessarily bullying, if they are one off arguments.

Each autumn term we raise awareness of anti-bullying week, through assemblies and workshops provided by the Anti-Bullying Alliance. We will also take part in the “Odd Socks” charity day.

**DEALING WITH INCIDENTS:**

- All reported or suspected bullying will be taken seriously and considered promptly.
- Staff will listen carefully to the child reporting the concern and take appropriate immediate steps to ensure safety.
- The concern will be investigated proportionately. This will normally include speaking separately with the pupils involved and, where appropriate, relevant witnesses and staff.
- Staff will consider the context, frequency, pattern, impact and any imbalance of power when determining whether the behaviour meets the school's definition of bullying.
- Pupils will be given appropriate opportunity and support to explain their experiences. Reasonable adjustments will be made where communication, SEND or other needs may affect a pupil's ability to participate.
- Findings and agreed actions will be recorded appropriately on CPOMS.
- Parents/carers will be informed where bullying has been identified or where there is an ongoing concern.
- Appropriate support will be provided to the child who has experienced harm.
- The child displaying bullying behaviour will also be supported to understand the impact of their actions, develop more appropriate behaviours and repair relationships where appropriate.
- Restorative work may be used where it is appropriate, safe and agreed. A child who has experienced bullying will not be required to participate in a restorative meeting with another pupil unless this is agreed by them.
- Consequences, where appropriate, will be applied consistently with the school's Relational Behaviour Policy.
- Actions will be reviewed and the situation monitored to ensure that the bullying has ceased.
- The implementation of the strategy will be overseen or taken by the Headteacher or relevant senior leader.

**SUPPORT FOR THE CHILD:**

● Children know who will listen and support them
● Staff know children well and if concerned about a child will create opportunities for children wishing to talk, (about bullying or any other issue that affects them).

● Potential barriers to talking (including those associated with a child's disability or impairment) are identified and addressed at the outset to enable children to approach adults for help.
● Children have access to Helpline numbers. Year 5 and 6 children will have a visit from the NSPCC every other year.
● Anyone who reports an incident of bullying will be listened to carefully and be supported.
● Any reported incident of bullying will be investigated objectively and will involve listening carefully to all those involved.
● Children being bullied will be supported and assistance given to uphold their right to play, live and learn in a safe environment which allows their healthy development.
● Those who bully will be supported and encouraged to stop bullying.
● Victims will have a programme of support planned around their individual needs.
● Sanctions and support for those bullying others will be implemented.

Where necessary, an individual safety plan and/or risk assessment will be developed. Appropriate support will be provided for the child who has experienced bullying, alongside support and clear boundaries for the child displaying bullying behaviour to address underlying needs, understand the impact of their behaviour and reduce the likelihood of recurrence.

Pinhoe is an inclusive school and recognises that SEND or additional needs may affect how a pupil communicates, interprets social situations, regulates emotions or responds to the behaviour of others. These needs will be considered when investigating and responding to concerns, and reasonable adjustments will be made where required.

An identified need or disability does not prevent behaviour from being recognised as harmful or bullying where it meets the definition. Equally, staff will take care not to label behaviour as bullying without considering the child's needs, understanding, intent, context and any pattern of behaviour.

Our priority remains the safety and wellbeing of all pupils. Support will therefore be individualised while maintaining clear expectations around being **Safe, Ready and Respectful**.

**SUPPORT FOP THE PARENT/GUARDIAN**
● Parents & Carers will be advised on the school's Anti-bullying policy, behaviour policy, ethos and practice by senior leader staff.
● Any incident of bullying will be fully discussed with the child's parent(s) and or carers.
● Parents/carers of pupils directly involved will be kept appropriately informed about concerns relating to their own child and the actions being taken to support them. The school will respect the confidentiality of other pupils and families.
● Information and advice on coping with bullying will be made available
● Support will be offered to the parent(s) or carers including information on other agencies or support lines.

**Useful contacts:** NSPCC Helpline 0808 800 5000,
Childline 0800 500 / www.childline.org.uk
Kidscape www.kidscape.org.uk
Anti-bullying Alliance www.antibullyingalliance.org

This policy should be read in conjunction with:

- Safeguarding & Child Protection Policy 2026-27
- Pinhoe Relational Behaviour Policy 2026-27
- Inclusion Strategy 2026-27