



Anti-Bullying Policy for the whole School including EYFS

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OUR MISSION

WELCOME TO THE PRIDE!



Edge Grove is a leading UK prep school for boys and girls aged 3-13. Whatever their unique heritage and identities, all pupils develop **Integrity, Independence** and **Inspiration**.

INTEGRITY

Pupils feel healthy, safe, happy and proud to belong and be a unique part of the Edge Grove community. They enjoy friendship and fun, promote kindness, living and growing in alignment with the following self-elected 16 core Values:

- | | | | |
|------------------|-------------------|---------------|---------------|
| 1. Confidence | 5. Unity | 9. Creativity | 13. Kindness |
| 2. Passion | 6. Responsibility | 10. Integrity | 14. Respect |
| 3. Determination | 7. Risk-Taking | 11. Trust | 15. Humility |
| 4. Diversity | 8. Sportsmanship | 12. Empathy | 16. Tolerance |

INDEPENDENCE

Pupils develop, through child-centred active learning, intellectual, physical and spiritual confidence and independence, self-motivation and agency across a broad range of academic, co-curricular and pastoral activities and experiences. They ask and answer questions, develop curiosity, a Growth Mindset, passion and entrepreneurship.

INSPIRATION

Pupils hone the following transferable, lifelong World Economic Forum skills for future success and personal fulfilment:

- | | |
|--|---|
| 1. Analytical thinking and innovation | 6. Creativity, originality, and initiative |
| 2. Active learning and learning strategies | 7. Leadership and social influence |
| 3. Complex problem-solving | 8. Reasoning, problem-solving, and ideation |
| 4. Critical thinking and analysis | 9. Emotional intelligence |
| 5. Resilience, stress tolerance, and flexibility | 10. Technology design and programming |

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A: Introduction

Edge Grove School (hereafter the *School*), in line with its Mission, understands its responsibilities under the *Equality Act 2010* to eliminate unlawful bullying (including online-bullying), discrimination, harassment, victimisation, discrimination and other conduct prohibited by the Act, whether in or out of *School*. The *School* will not tolerate or condone any of these and will, where necessary, take disciplinary action.

B: Legal Status

Although bullying in itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the *Protection from Harassment Act 1997*, the *Malicious Communications Act 1988*, the *Communications Act 2003* and the *Public Order Act 1986*. When staff feel that a criminal offence may have been committed, they will seek assistance from the Police.

All bullying is unacceptable at *Edge Grove* and is manifestly contrary to our *Mission* and *Values*. Where proven, it is a serious disciplinary issue. Our aim is that every member of the *Edge Grove* community does everything possible to ensure that bullying doesn't happen at our *School* and that when it does that it is managed quickly and effectively.

C: Scope

This policy defines for pupils, staff, parents, governors and the outside community the actions which the *School* understands as 'bullying'. It demonstrates that the *School* takes bullying seriously and will not tolerate it. It also

- Establishes measures to prevent all forms of bullying throughout the *School* and on off-site activities;
- Supports those who identify and protect victims of bullying or those who disclose bullying incidents;
- Demonstrates that the *School* can enhance the safety, happiness and educational success of all pupils by dealing positively with bullying;
- Encourages pupils to tell someone that they, or someone they know, is being bullied.

D: Communication

The *School* places the highest priority on the effective communication, implementation and maintenance of this policy throughout the *School* community, through the publication of this document for parents, pupils (including those in the Early Years Foundation Scheme), staff and governors.

The *Deputy Head (Pastoral)* publishes this policy

- On www.edgegrove.com
- On the *School* shared drive
- In the *Edge Grove Parent Handbooks*.

E: What is Bullying?

Bullying is an insidious form of behaviour that has no place at *Edge Grove*. The *School* is committed to combating bullying and this policy recognises the need to respect and support each individual in this area.

**'Bullying is repeated
behaviour which is
intended to hurt someone
or a group of people'**

F: Types of Bullying

Bullying might be **physical**, such as hitting or kicking, **verbal**, such as using words which harm another person, such as gossip, **excluding** someone or by using technology to be unkind, or through things done to possessions. Further descriptors of these types of bullying are available in **APPENDIX A**.

G: The Edge Grove Anti-Bullying Strategy

At the beginning of every School year the *Head or Deputy Head (Pastoral)* informs all **pupils** throughout the School that:

- *Edge Grove* is committed to providing a nurturing, friendly, and safe environment for all its pupils, so they can learn in a relaxed and secure atmosphere;
- *Edge Grove* has an *Anti-Bullying Policy*, which contains definitions of bullying and a *School Anti-Bullying Strategy*;
- *Edge Grove* staff are aware that young children can be clumsy with their developing emotions and their relationships with others and that not all negative interactions between pupils are bullying;
- In order to avoid accusations of bullying, pupils should act at all times in accordance with the School's *Values*;
- Bullying of any kind is unacceptable at *Edge Grove*;
- Through its academic, co-curricular and pastoral structures, the School provides the opportunity for children to seek help when they are feeling uncomfortable about anything;
- All staff are trained to listen to pupils who feel uncomfortable about relationships;
- Even though strong bonds of loyalty exist between friends, bullying is too damaging to be kept hidden. Pupils should tell their *Form Teacher* without delay;
- If they cannot speak to their *Form Teacher*, they should speak to another trusted adult in School, perhaps another *Form Teacher* or *Head of Junior, Middle or Senior Departments*;
- They should also inform their parents as to how they are feeling and ensure that their parents inform their *Form Teacher* as soon as possible;
- Pupils who know that bullying is happening also have a duty to tell a member of staff. This is not 'snitching' or 'grassing', it is 'supporting others' in line with our School *Values*;
- All staff are trained to take note of concerns, investigate any previous instances of bullying related to these individuals, put in place interventions or sanctions which prevent problems recurring, inform parents (of both perpetrators and victims) in writing of instances of bullying and record incidents and interventions.

At the beginning of the School Year

The *Deputy Head (Pastoral)* reminds the following **staff** of their specific anti-bullying responsibilities:

- The *Assistant Head (Digital Development)* briefs all pupils about Anti-Bullying and Online Bullying in accordance with the *Edge Grove Online Safety Policy*;
- The *Deputy Head (Pastoral)* reminds all staff and particularly *Form Teachers* to be vigilant about all forms of bullying and online-bullying, asking open questions about online-bullying so as to establish open discourse about each pupil's online life;

- The *Deputy Head (Pastoral)* uses *National Anti-Bullying Week* to reinforce the School's *Anti-Bullying Strategy* and advice;
- The *Head of PSHE* plans for opportunities throughout the year to promote the School's *Anti-Bullying Strategy*;
- *Academic Heads of Department (AHoDs)* and *Co-Curricular Heads of Departments (CCHoDs)* identify areas within their subject curriculum that offer opportunities for discussions about anti-bullying, for example discussions about race in Geography, sexual orientation in Biology and culture in Religious Studies. They use a pedagogic methodology in their department to foster positive relations between pupils;
- *Teachers* exploit every opportunity to promote the School's *Anti-Bullying Strategy*. They discuss bullying when it is pertinent and consider carefully the most appropriate strategy for developing discussion. They manage classroom etiquette so as to promote cooperative activity and discussion among pupils. All teachers are responsible for ensuring that pupils learn to listen to one another, to respect opinions they do not themselves hold, and for fostering an appropriate degree of assertiveness that permits pupils to express their own emotions and their own opinions.

H: Procedures

A Culture of Awareness

Pupils who are victims of bullying may show changes in behaviour or signs or symptoms of bullying (see **APPENDIX B**).

All staff are aware of behaviour changes that bullying can bring about and report any disclosures, allegations, concerns or suspicions about bullying, however small **without delay** to the *Form Teacher*, copying in the *Head of Junior, Middle or Senior Departments*.

All pupils are aware of behaviour changes that bullying can bring about and report any disclosures, allegations, concerns or suspicions about bullying however small to a member of staff and their parents, who should contact their child's *Form Teacher*, copying in the *Head of Junior, Middle or Senior Departments*.

Parents who become aware of behaviour changes that bullying should report any disclosures, allegations, concerns or suspicions about bullying, however small **without delay** to the *pupil's Form Teacher*, copying in the *Head of Junior, Middle or Senior Departments*.

Listening to and recording disclosures and allegations about concerns or suspicions of bullying

All staff LISTEN carefully to disclosures, allegations, concerns or suspicions about bullying, however small. They will:

- Always take seriously what is said;
- Not promise to keep secret what is said;
- Reassure the pupil that disclosure is aligned to our Values;
- Listen, only making notes if necessary.

Staff identify:

- What happened;
- Who was involved;
- Where it took place;
- Whether there are any past incidents of the same behaviour;
- Whether there are any other relevant circumstances;
- What action the pupil(s) would like the member of staff to take.

The member of staff

- Explains what will happen next; and

- Ensures that the pupil(s) feels safe and is not in danger of significant harm;
- Reports all disclosures, allegations, concerns or suspicions about bullying, however small, on CPOMS copying in the
 - a) *Form Teacher*;
 - b) *Head of Junior / Middle / Senior Department*;
 - c) *Deputy Head (Pastoral)*.

Managing Allegations, Concerns or Suspicions

The *Deputy Head (Pastoral)* discusses the report with the member of staff involved, taking further notes as required. She will then either lead an investigation herself or delegate this investigation to another member of staff, usually the *Form Teacher*.

The *Deputy Head (Pastoral)* or *Form Teacher* will

1. Evaluate the alleged victim's emotional state, reassuring him/her that it is always right to disclose bullying and giving priority to stabilising the pupil's emotions and protecting him/her from further upset.
2. Ask him / her to write a statement stating
 - What happened;
 - Who was involved;
 - Where it took place;
 - Whether there are any past incidents of the same behaviour;
 - Whether there are any other relevant circumstances;
 - What action the pupil(s) would like the member of staff to take;

Pupils sign and date their statement.

3. Meet with witnesses **individually, not as a group**, asking them to write an honest statement as to what happened, including
 - What happened;
 - Who was involved;
 - Where it took place;
 - Whether there are any past incidents of the same behaviour;
 - Whether there are any other relevant circumstances;
 - What action the pupil(s) would like the member of staff to take.

They sign and date their statement.

The *Form Teacher* or *Deputy Head (Pastoral)* will

1. Read all of the statements in the light of their own knowledge of the pupils concerned and conduct further enquiries with pupils as necessary;
2. Consider whether this constitutes a bullying incident in accordance with the definition of bullying;
3. If it is considered bullying, identify the kind(s) of bullying (*physical, verbal, indirect/manipulative, racist, sexist or homophobic, exploiting disability or special needs and / or online-bullying*);
4. Decide on an intervention or sanctions for the perpetrator(s), victim(s) and bystander(s) which in severe case or in cases of repeated bullying could attract sanctions including in the most severe case, permanent exclusion of the bully from the School;
5. Write a letter to the parents of both victims, perpetrators and bystanders, explaining
 - a) The original disclosure, allegation, concern or suspicion about bullying;
 - b) An undertaking that the School always takes these matters seriously;
 - c) What happened;
 - d) How many other pupils were involved (without naming them);

- e) Where it took place;
- f) Whether there were any past incidents of the same behaviour;
- g) Whether there are any other relevant circumstances;
- h) How the incident has been investigated;
- i) Conclusions and any interventions or sanctions.

Enlist the support of parents in alerting the School to any further allegations / concerns / suspicions of bullying and seeking advice as to how to develop support for the victim, calling upon some (or all of the following): School Nurses, Form Teacher, teachers for further support. (Ongoing discussion to support and monitor the victim will be essential).

Ask for written confirmation of the letter.

Record parental responses on *CPOMS*, copying in the *Head, Head of Junior / Middle / Senior Department / Deputy Head (Pastoral) and Form Teacher*.

6. Review the pupil's pastoral progress within one month of the incident.

Where there is no evidence of Bullying

Where there is no evidence of bullying or where the incident does not meet the threshold for a definition of bullying, The *Deputy Head (Pastoral) or Form Teacher* will record all findings on *CPOMS*, copying in the *Head of Junior / Middle / Senior Department* and reminding relevant staff to be alert to any persisting or developing concerns.

The *Head of Junior / Middle / Senior Department* will raise this matter at their weekly departmental meeting, reminding relevant staff to be alert to any persisting or developing concerns.

Deputy Head (Pastoral) or Form Teacher will write to the parents of the alleged perpetrator(s) and the alleged victim(s), explaining

- What happened
- How many other pupils were involved
- Where it took place
- Whether there were any past incidents of the same behaviour
- Whether there are any other relevant circumstances.
- How the incident has been investigated.
- Any findings and interventions and reminding parents to alert him to any further allegations / concerns / suspicions of bullying.

Witnessing an incident that prima facie involves bullying

A teacher who witnesses an incident that prima facie involves bullying should deal with the incident immediately and directly.

A teacher should:

- NEVER IGNORE any behaviour that is prima facie (i.e. on the face of it) bullying.
- Challenge behaviour that is prima facie bullying.
- If satisfied that the behaviour is not intended to cause physical or mental injury, explain how the behaviour might cause such injury, and ensure that the pupil is clear that such behaviour is not to be repeated.
- If inclined to believe that the behaviour is intended to cause physical or mental injury, challenge it and apply an appropriate sanction.
- Report the incident to the Class Teacher/Form Teacher of those involved noting any sanctions given. If satisfied that the incident involved bullying, report it to the Form Teacher and record it on *CPOMS*.

I: Contacting other Agencies

Pupils may wish to seek advice from someone independent of the School.

**Childline: (24 hours per day)
365 days a year
0800 1111**

**Samaritans (24 hours per day)
365 days a year
116 123**

**Bully Busters
0800
169 6928**

**National Bullying Helpline
0845
22 55 787**

**Bullying UK
0808
800 2222**

**You can email Bullying Online on
HYPERLINK
"mailto:help@bullying.co.uk"
help@bullying.co.uk**

J: Responsibilities

Governors

Governors recognise their legal duty to oversee the safeguarding of all Edge Grove pupils, to promote the welfare of all pupils, and to ensure that procedures exist to prevent bullying arising among pupils. They review the *Edge Grove Pupil Anti-Bullying Policy* annually through the *Pastoral Care and Welfare Committee*.

The Head

The Head recognises the School's legal duty to safeguard and promote the welfare of pupils, and to ensure that procedures exist to prevent bullying arising among pupils. He attends all *Pastoral Care and Welfare Committee* meetings.

The Head issues a parental survey every two years with questions specifically aimed at bullying and uses the feedback data further to refine the School's *Anti-Bullying Strategy*.

He delegates the management of the School's Anti-Bullying Strategy within carefully delineated responsibilities to the *Deputy Head (Pastoral)*, meeting with her weekly to discuss all pastoral matters with a particular emphasis on the management of anti-bullying at the School.

The Deputy Head (Pastoral)

The *Deputy Head (Pastoral)* meets with the Head weekly to discuss all School pastoral matters. She termly audits all pastoral data on *CPOMS*, paying particular attention to reports of bullying. She discusses these with relevant pastoral staff and writes a termly report advising the *Pastoral Care and Welfare Committee* on patterns and trends of bullying, identifying further developments to the *School's Anti-Bullying Strategy*.

She is mindful of the duty placed upon her to

- Protect children from maltreatment
- Prevent impairment of children's health or development
- Ensure that children are growing up in circumstances consistent with the provision of safe and effective care
- Enable children to have optimum life chances and to enter adulthood successfully.
- Ensure that the *Edge Anti-Bullying Policy* represents good standards of practice.

To this effect she:

- Discusses development of the *Edge Grove Anti-Bullying Policy* with the *Senior Leadership Team*;
- Ensures that all staff, parents, pupils and governors are fully aware of this policy;
- Manages all anti-bullying processes and procedures;
- Supports staff in discussing bullying and anti-bullying with both bullies and victims;
- Helps staff to formulate solutions to incidents of bullying;
- Raises staff awareness of the *Edge Grove Anti-Bullying Policy* by arranging staff training;
- Takes action to reduce the risk of bullying at times and places where it is most likely;
- Increases awareness of the *Edge Grove Anti-Bullying Policy* through PSHE, assemblies and registration;
- Encourages pupils to tell someone if they are being bullied or have witnessed bullying;
- Ensures that all staff record all incidents of bullying on *CPOMS* and that *Class Teachers/Form Teachers* review the entries;
- Reviews the data on *CPOMS* to identify patterns of bullying behaviour to locations in School, times of the School day and other pupils involved, perhaps as bystanders;
- Reports termly to the Governors on the incidence of and response to bullying in the School through the *Pastoral Care and Welfare Committee*;
- Dovetails the *Edge Grove Anti-Bullying Policy* with the *Edge Grove Pupil Behaviour Policy*;
- Makes explicit the sanction for bullying at *Edge Grove*.

Heads of Department

All Heads of Department:

- Ensure that all members of their department understand their responsibilities to support and uphold the *Edge Grove Anti-Bullying Policy*;
- To establish a classroom environment which is fair and equitable and which allows all pupils to have an equal voice.

All Staff (Teaching and Non-Teaching)

All staff:

- Know the definition of Bullying;
- Know, understand and agree to abide by the *Edge Grove Anti-Bullying Policy*;
- Deal with incidents according to its procedures;
- Participate in the care and supervision of pupil behaviour, especially between lessons, at break and lunchtimes, at the beginning and ends of the days and in the Dining Room;
- Supervise pupil behaviour in their classrooms, being alert to pupil behaviour as they move around the School;
- Begin and end classes punctually and not leave pupils unsupervised;
- Supervise pupils in their co-curricular activities;
- Begin and end their co-curricular activities punctually;
- Supervise pupils on buses/minibuses when travelling to and from home and on matches/trips;
- Implement this policy on off-site activities when they are in a supervisory role;
- Never let any incident of bullying pass unreported (whether on site, or during an off-site activity).

Pupils

All pupils:

- Know the definition of Bullying;
- Inform a trusted person (e.g. teacher, Class Teacher, Form Tutor, School Nurse, Office Staff) if they are being bullied or if they are aware of bullying;
- Reject the idea that disclosing bullying is “snitching” or “grassing”.

Parents (and Guardians)

All parents/guardians:

- Know the definition of Bullying;
- Are aware of the *Edge Grove Anti-Bullying Policy*;
- Are mindful of the signs and symptoms of bullying;
- Contact their son/daughter’s Form Teacher or Pastoral Head of Department **without delay** if they suspect that he/she is being bullied.

APPENDIX A: Types of Bullying

Physical Bullying

This may involve:

- Hitting or kicking someone
- Jostling, bumping, or pushing someone
- Spitting at someone
- Invading someone's body space
- Physically humiliating someone
- Taking or damaging or hiding someone's property
- Invading someone's living space or intruding on their space

(If physical bullying involves assault, actual bodily harm or wounding it is a criminal offence).

Verbal Bullying

This may involve:

- Spoken comments
- Written notes
- Emails or text messages
- Improper use of social networking websites
- Phone calls
- The defacing of notices
- Name-calling, spreading rumours, publicly blaming someone for something they haven't done
- Circulating unflattering drawings or photographic images of someone

Indirect or Manipulative Bullying

This may involve:

- Ostracising a fellow-pupil by refusing to sit alongside him/her in class, in the Dining Room, etc. (or by moving away when he/she comes and sits down)
- The manipulation of social networks to ostracise, marginalise or intimidate individuals
- Encouraging others to become the agents of physical or verbal bullying against one's intended victim.

Racist, Sexist or Homophobic Bullying

Racism, sexism, homophobia and the exploitation of disability are palpably in conflict with the *BPS Equal Opportunities Policies* and contrary to the School's *Values*. Bullying that focuses on an individual's body shape, appearance and hair colour or alleged sexual attractiveness (or lack of it) similarly are contrary to *BPS Equal Opportunities Policies* and School's *Values*. Bullying of this sort may include:

- Spoken comments about someone (their friends or a member of their family), or about some group of pupils
- Written notes about someone (their friends or a member of their family), or about some group of pupils
- Emails, web postings or text messages about someone (their friends or a member of their family), or about some group of pupils
- Phone calls about someone (their friends or a member of their family), or about some group of pupils
- The defacing of notices with snide remarks about someone (their friends or a member of their family), or about some group of pupils.

Cyberbullying

Cyberbullying is bullying online through email, websites and social networking sites.

APPENDIX B: Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he/she is being bullied or being abused. Parents and staff should be aware of these possible signs and they should investigate if a child:

- Is unwilling to return to School from home
- Becomes withdrawn or anxious as a period at home draws to a close
- Expresses anxiety about his/her appearance (hair colour, body shape, clothing)
- Changes established habits (e.g. giving up music lessons or support of a local football team, changing their accent or vocabulary)
- Has possessions which go “missing” or returns home with clothes or books damaged
- Has few friends
- Is little liked or neglected in social contacts in the class
- Begins to do poorly in School work
- Becomes aggressive, disruptive or unreasonable
- Becomes excessively eager to please
- Is bullying siblings or other children
- Exhibits diminishing levels of self-confidence
- Chooses the company of adults in preference to that of peers
- Demonstrates emotional problems
- Has problems with siblings at home
- Displays repressed body language and poor eye-contact
- Begins stammering
- Shows reduced interest in personal hygiene or grooming
- Complains of headaches or stomach cramps
- Has unexplained cuts or bruises
- Has difficulty sleeping or experiences nightmares

END