Anti-Bullying Policy
for the whole School including EYFS

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1. Introduction **3**
2. Legal Status **3**
3. Scope **3**
4. Communication **3**
5. What is Bullying? **4**
6. Types of Bullying **4**
8. The Edge Grove Anti-Bullying Strategy **5**
At the beginning of the School Year 6
9. Procedures **6**
A Culture of Awareness 6
Managing Allegations, Concerns or Suspicions 7
Communication should explain the nature of the concerns considered, how they have been investigated, the findings relevant to their child and any appropriate actions or support arrangements. The School will explain the outcome clearly, including where an allegation of bullying has not been substantiated or where other unacceptable behaviour has been identified. 9
Information about other pupils, including their individual circumstances, statements and disciplinary consequences, will be treated confidentially and shared only where appropriate and lawful. 9
Where Bullying is Not Substantiated 9
Witnessing an incident that prima facie involves bullying 10
10: Contacting other Agencies **10**
11. Responsibilities **10**
Governors 10
The Headmaster 10
The Senior Deputy Head (Pastoral) 10
Pastoral Leads 11
All Staff (Teaching and Non-Teaching) 11
Pupils 12
Parents & Guardians 12
APPENDIX A: Types of Bullying **13**
Physical Bullying 13
This may involve: 13
Verbal Bullying **13**
Indirect or Manipulative Bullying **13**
Racist, Sexist or Homophobic Bullying **13**
Cyberbullying **13**
APPENDIX B: Signs and Symptoms of Bullying **15**

1. Introduction

Edge Grove School, in line with its Mission, recognises its responsibilities under the Equality Act 2010 and is committed to preventing and addressing bullying (including cyberbullying), discrimination, harassment, victimisation and other unacceptable behaviour. The School will not tolerate or condone such behaviour and will take appropriate action in accordance with its policies.

This policy is also to be read in conjunction with the IT Acceptable Use Policy, the Pupil Behaviour Policy, Online Safety Policy and the Safeguarding & Child Protection Policy. All allegations and incidents of bullying will be considered in the context of safeguarding, to determine whether they meet the threshold for a safeguarding concern.

2. 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. Relevant legislation includes the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, the Public Order Act 1986 and the Online Safety Act 2023. When staff feel that a criminal offence may have been committed, they must report their concerns promptly to the Designated Safeguarding Lead (DSL), who will consider whether referral to the Police or other relevant agencies is appropriate, in accordance with the School's Safeguarding and Child Protection Policy. Where a child is in immediate danger, the Police should be contacted without delay.

All bullying is unacceptable at Edge Grove and is contrary to our Mission and Values. Where substantiated, it will be treated as a serious matter and addressed in line with the School's Behaviour and Anti-Bullying Policies, with responses proportionate to the circumstances and focused on accountability, education, and repair. 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, effectively and sensitively.

3. Scope

This policy defines for pupils, staff, parents, governors and the wider community the actions which the School recognises as 'bullying'. It demonstrates that the School takes bullying seriously and will not tolerate it, responding effectively to allegations and supporting all pupils involved.

This policy:

- Establishes measures to prevent all forms of bullying throughout the School, during off-site activities and, where relevant, in relation to behaviour outside school, including online behaviour that affects pupils' welfare or school life;
- Supports pupils who experience bullying, those who report concerns and those who witness bullying;
- Promotes the safety, wellbeing and educational success of all pupils through a positive and proportionate approach to preventing and addressing bullying;
- Encourages pupils to tell a trusted adult if they, or someone they know, may be experiencing bullying.

4. Communication

The School places the highest priority on ensuring this policy is effectively communicated and understood by all members of the School community. It is published on the School website and made available to staff, pupils, parents, and governors.

5. 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.

Definition of Bullying

The school adopts the Department for Education's (DfE) definition of bullying):

> "Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Not all unacceptable behaviour constitutes bullying. Children can sometimes say or do things that are hurtful, physically or emotionally, through thoughtlessness, disagreement, or difficulty managing their emotions in the moment. While such behaviour may not meet the definition of bullying, it will nevertheless be taken seriously and addressed appropriately in accordance with the School's Pupil Behaviour Policy.

In determining whether behaviour constitutes bullying, the School will consider the nature, intention, frequency and context of the behaviour, including any patterns of behaviour or imbalance of power between those involved. A single serious incident, including harmful online behaviour, may warrant immediate pastoral, disciplinary or safeguarding intervention even where the definition of bullying is not met.

Bullying incidents that take place outside the school environment but involve pupils of the School are also covered by this policy.

Our approach is positive rather than punitive. Our ethos is one that respects the individual and encourages both those who experience bullying and those who witness it to speak out. We seek to support pupils who feel they have been bullied while helping those responsible to reflect, repair, and change their behaviour.

6. Types of Bullying

Bullying can take many forms, including physical, verbal, emotional, indirect or online (cyberbullying). Online bullying may include the creation, manipulation or sharing of harmful digital content, including content generated using artificial intelligence (AI). Bullying may be motivated by prejudice or perceived difference, for example relating to race, religion, culture, gender, sexual orientation, special educational need or disability, or family circumstance.

At Edge Grove, we recognise that bullying is a serious breach of our School Values. It causes harm to individuals and damages the sense of belonging within our community.

All bullying is a form of aggression - whether physical, verbal, non-verbal, or emotional - but not all aggression constitutes bullying. We distinguish bullying from occasional unkindness or friendship conflict, while acknowledging that all unkind behaviour requires a response and education. Our aim is always to help pupils understand the impact of their actions, restore relationships, and develop empathy and accountability.

7. Bullying Which Occurs Outside the School Premises

The School recognises that bullying and harmful behaviour may take place beyond the School premises, including through social media, messaging platforms, online games and other digital environments. Such behaviour can have a significant impact on pupils' wellbeing, relationships and sense of safety within School.

Where concerns involving Edge Grove pupils are brought to the School's attention, they will be taken seriously and assessed in accordance with this policy, the Pupil Behaviour Policy and, where appropriate, the Safeguarding and Child Protection Policy.

The School will consider the nature and seriousness of the reported behaviour, its connection to school life, its impact on pupils and the extent to which the School can reasonably establish the facts and take appropriate action.

The School may take proportionate pastoral, educational, safeguarding or disciplinary action where off-site behaviour affects the welfare of pupils or the safe and orderly running of the School, in accordance with its policies and applicable requirements.

Parents remain responsible for supervising their children's use of personal devices and online platforms outside School. The School will work in partnership with families to address concerns, recognising that some matters may require parental action, platform reporting or referral to external agencies.

Where the School is unable to investigate or establish aspects of an allegation, this will be explained to parents. The School will nevertheless consider what reasonable measures are needed to support pupils and maintain their safety and wellbeing in School.

8. The Edge Grove Anti-Bullying Strategy

In the Autumn Term of every School year, as part of national Anti-Bullying Week, the Headmaster or Senior 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;
- Pupils are expected to act in accordance with the School's Values at all times, treating others with kindness, respect and consideration, both in person and online;
- 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 their Pastoral Lead;
- 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 recognise and respond to concerns about bullying, report and record these promptly in accordance with School procedures, and support the implementation of appropriate interventions. Parents will be informed as appropriate, in accordance with the procedures outlined in this policy.

At the beginning of the School Year

- The Assistant Head (Digital Development) briefs all pupils about Anti-Bullying and Online Bullying in accordance with the Edge Grove Online Safety Policy;

- Age-appropriate education is provided on responsible online behaviour, including the potential misuse of artificial intelligence, digitally manipulated content, online impersonation and the importance of seeking adult support when online interactions cause concern;

- The Senior Deputy Head (Pastoral) reminds all staff and particularly Form Teachers to be vigilant about all forms of bullying and cyber-bullying, asking open questions about cyber-bullying so as to establish open discourse about each pupil's online life;

- The Senior 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 embrace 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.

9. 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 Pastoral Leads and Senior Deputy Head (Pastoral). These concerns should also be logged on CPOMS, ensuring the relevant pupils are tagged so that patterns can be identified, monitored, and followed up through appropriate pastoral or safeguarding channels.

Staff should consider relevant previous concerns or incidents recorded on CPOMS, recognising that patterns of behaviour may emerge over time, including where individual incidents have not previously met the definition of bullying.

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 Pastoral Leads and Senior Deputy Head (Pastoral).

Parents who become aware of behaviour changes that may indicate bullying should report any disclosures, allegations, concerns or suspicions about bullying, however small, **without delay** to the pupil's Form Teacher, copying in the Pastoral Leads and Senior Deputy Head (Pastoral).

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) Pastoral Lead;
    c) Senior Deputy Head (Pastoral).

Where a safeguarding concern is identified, staff must follow the Safeguarding and Child Protection Policy and avoid undertaking their own investigation.

Records should distinguish clearly between what has been reported or observed, the pupil's own words where relevant, and any subsequent findings or actions. Allegations must not be recorded as established facts before they have been investigated.

Managing Allegations, Concerns or Suspicions

The Senior 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 Pastoral Lead or the Form Teacher.

The person leading the investigation will establish the scope of the concerns to be considered, including any relevant previous incidents or patterns of behaviour, and ensure that the investigation is conducted fairly, proportionately and without predetermined conclusions.

The Senior Deputy Head (Pastoral), Pastoral Lead 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;

   This statement will be obtained using the School's Pastoral Incident Form. Where appropriate, pupils should complete the form independently. For younger pupils, or those who require additional support, a member of staff may use the form to guide an age-appropriate discussion and record the pupil's account, ensuring that the pupil's own words are captured as accurately as possible. Pastoral Incident Forms should be dated and, where appropriate, signed by the pupil. Where an adult records the account on the pupil's behalf, the member of staff should identify themselves and record that they completed the form with the pupil.

3. Meet with witnesses **individually, not as a group**, and obtain their accounts using the School's Pastoral Incident Form, with age-appropriate support where necessary.

   - 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 Pastoral Lead, Form Teacher or Senior Deputy Head (Pastoral) will:

1. Review all Pastoral Incident Forms and other relevant evidence, including previous concerns recorded on CPOMS and, where appropriate, digital evidence relating to online behaviour. Consider the accounts in the context of the pupils' individual circumstances and conduct further enquiries as necessary, ensuring that any conflicting accounts or gaps in the evidence are considered fairly.

2. Consider whether this constitutes a bullying incident in accordance with the definition of bullying, the School will make its own judgements about each specific case. The findings and reasons for the conclusion should be clearly recorded on CPOMS, distinguishing between substantiated concerns, concerns that could not be substantiated and behaviour that, although unacceptable, does not meet 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 appropriate pastoral support, educational interventions and, where necessary, proportionate consequences for the pupils involved. In cases that are severe or involve repeated bullying, this may include referral to the Headmaster for consideration. In the most serious cases, the Headmaster may impose a temporary suspension or permanent exclusion. Where suspension, expulsion or required removal is being considered, the relevant School policies and procedures must be followed.

A problem solving and restorative approach can often be effective in helping pupils understand the impact of their behaviour, take responsibility and rebuild relationships. Such approaches should be carefully considered in light of the circumstances and the wishes and wellbeing of the pupils involved. No pupil should feel pressured to participate in restorative discussions or reconciliation. Responses will be in line with School Anti-Bullying and Behaviour Policies and will be determined in consultation with all parties, with a view to educating and supporting the pupil(s) involved wherever possible.

5. Communicate the outcome of the investigation in writing to the parents of the pupils directly involved, as appropriate to their child's involvement and the circumstances of the case.

   Where an investigation cannot be concluded promptly, parents will be provided with appropriate updates, while respecting the confidentiality of those involved.

   Communication should explain the nature of the concerns considered, how they have been investigated, the findings relevant to their child and any appropriate actions or support arrangements. The School will explain the outcome clearly, including where an allegation of bullying has not been substantiated or where other unacceptable behaviour has been identified.

   Information about other pupils, including their individual circumstances, statements and disciplinary consequences, will be treated confidentially and shared only where appropriate and lawful.

   Parents will be encouraged to report any further concerns promptly and to work in partnership with the School to support their child's wellbeing. Where appropriate, the School will explain the pastoral support, monitoring and follow-up arrangements that will be put in place, including the staff responsible for overseeing these.

   Record parental responses on CPOMS, copying in the Head, Pastoral Lead, Senior Deputy Head (Pastoral) and Form Teacher.

6. Review the pastoral wellbeing and progress of the pupils involved within one month of the conclusion of the investigation, or sooner where the circumstances require. This review should consider whether the behaviour has ceased, whether agreed interventions and support arrangements have been implemented and whether any further concerns have arisen.

   The outcome of the review, including any additional actions required, should be recorded on CPOMS. Further monitoring and follow-up should be arranged where appropriate.

Where Bullying is Not Substantiated

Where an allegation of bullying cannot be substantiated by the available evidence, or where the behaviour identified does not meet the School's definition of bullying, the Senior Deputy Head (Pastoral), Pastoral Lead or Form Teacher will record all findings on CPOMS, copying in the Pastoral Team and reminding relevant staff to be alert to any persisting or developing concerns.

The Pastoral Lead will raise this matter at their weekly departmental meeting, reminding relevant staff to be alert to any persisting or developing concerns.

Senior Deputy Head (Pastoral), Pastoral Lead or Form Teacher will write to the parents of the alleged perpetrator(s) and the alleged victim(s) in accordance with the parental communication procedures outlined above. Where bullying has not been substantiated, the School will explain its findings and any appropriate pastoral support, interventions or monitoring arrangements, while respecting the confidentiality of other pupils.

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, noting any action or sanctions taken, and record any concerns or suspicions of bullying on CPOMS in accordance with the procedures outlined above.

10: Contacting other Agencies

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

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0300 0115 142
Children's Legal Centre	0345 345 4345
Childline	0800 1111
KIDSCAPE Parents Helpline (Mon-Thurs, 9-1pm)	0300 102 4481
Family Lives (Parentline Plus)	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk
Child Exploitation and Online Protection Centre	www.ceop.police.uk www.thinkuknow.co.uk

11. 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 Committee.

The Headmaster

The Headmaster 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 Committee meetings.

The Headmaster 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 Senior 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 Senior Deputy Head (Pastoral)

The Senior Deputy Head (Pastoral) meets with the Headmaster 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 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, the School Values and, if necessary, at any time should it be deemed appropriate;
- 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 Committee;
- Dovetails the Edge Grove Anti-Bullying Policy with the Edge Grove Pupil Behaviour Policy;
- Makes explicit the sanction for bullying at Edge Grove.

Pastoral Leads

All Pastoral Leads:

- Ensure that all members of their department understand their responsibilities to support and uphold the Edge Grove Anti-Bullying Policy;
- 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, or suspected 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 adult (e.g. teacher, Class Teacher, Form Teacher, 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".
- Pupils have a responsibility to help us to act by keeping us fully informed as to how the situation is developing.

Parents & Guardians

All parents:

- 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 Lead **without delay** if they suspect that he/she is being bullied.

If you think your child is being bullied:
It is essential to remain calm, listen supportively, and take time to establish the facts of the situation. Alleged bullying can be complex to understand, as the pupils involved may each have different perceptions and experiences of what has taken place. Reassure your child that they have done the right thing by telling you. You may find it helpful to use the following checklist to ensure that clear and accurate information is shared with the School:

• Who was involved?
• Where did it take place, when and how often?
• Why did it take place (if known)?
• What form did the bullying take?

When you inform the School of these details, you will be told how the School will proceed. The procedures set out in this policy will be followed and we will work with you as required, keeping you informed of action taken.

Please be reassured that all matters will be managed sensitively and fairly, with the needs and wellbeing of all pupils involved carefully considered. Parents are encouraged to work in partnership with the School, the DSL, and those managing each alleged bullying incident, taking into account the unique context and circumstances of every situation.

APPENDIX A: Types of Bullying

The behaviours described below are examples of actions that may constitute bullying when they are intentional and repeated over time and cause distress or harm to another individual or group.

It is important to note, however, that some of these behaviours can also occur as isolated incidents or conflicts which, while still unacceptable, do not in themselves meet the definition of bullying and will be addressed under the School's Behaviour Policy.

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 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 the 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 may be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the Internet, to deliberately upset someone else.' It can be an extension

of face-to-face bullying, with technology providing the bully with another route to harass their target. In many ways features of cyber bullying replicate aspects of bullying. However, it does differ in several significant ways from other types of bullying: the potential invasion of home and personal space, the difficulty in controlling electronically circulated messages, the potential size of the audience and the perceived anonymity which is often involved. Cyberbullying may take different forms, including: threats and intimidation, harassment or 'cyberstalking' (e.g. repeatedly sending unwanted texts and instant messages), vilification/defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. This may also include the creation, manipulation or sharing of images, videos, audio recordings or messages using artificial intelligence (AI) or other digital tools to impersonate, humiliate, intimidate or cause harm to another person. Cyberbullying takes place between children and between adults, but also across different age groups.

In many cases of cyberbullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate or by taking part in online chat or discussion groups. Such people may not recognise themselves as participating in bullying, but their involvement has the potential to compound the unhappiness for the person being targeted. 'Bystanders' or 'accessories' who actively support cyber bullying are liable to face sanctions themselves. Pupils who become involved in this respect need to be aware that their actions may have severe and distressing consequences, and that participating in such activity will not be tolerated.

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 seek to understand what may be troubling a child if they:

- 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
- Shows distress, anxiety or changes in behaviour following the use of a mobile phone, messaging platform, online game or social media.

Appendix C: Anti-Bullying Specialist Organisations

Anti-Bullying Alliance (ABA): Provides guidance, training and resources to help schools, parents and children prevent and respond to bullying.
www.anti-bullyingalliance.org.uk

Kidscape: Provides practical advice and support for children, parents and professionals affected by bullying, including a Parent Advice Line.
www.kidscape.org.uk
Parent Advice Line: 0300 102 4481

Childnet International: Provides resources and guidance to help children, parents and educators understand online risks and promote safe, responsible use of technology.
www.childnet.com

Childline: Offers free, confidential support for children and young people experiencing bullying or other difficulties.
www.childline.org.uk
Telephone: 0800 1111

Family Lives: Provides advice and support to parents and carers on family life, including concerns about bullying.
www.familylives.org.uk
Helpline: 0808 800 2222