Policy:	Anti Bullying Policy
Date Published:	August 2025
Evaluation & Review:	Academic Year 2025-2026
Rationale:	EGS will provide a safe and challenging environment in which each member of the school community [students and staff] is valued, irrespective of ability (either mental or physical, culture, gender, social background, home circumstance, races or religion). EGS is committed to creating and maintaining a working atmosphere in which all students feel safe and valued, as we recognise that students only learn effectively when they feel safe. This includes ensuring that we do everything possible to ensure bullying of all types does not take place on the school site and respond quickly and effectively when it does.
Roles of Responsibility:	Principal, Vice-Principal, Heads of School, Student counsellor, Student Welfare Officer

Policy Statement

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1.   **Roles and Responsibilities**

   1.1.   **The Principal**– has overall responsibility for the implementation of the policy and will liaise regularly with staff, the governing body, parents/carers and outside agencies.

1.2.   **The Vice-Principal / Head of Secondary is the whole school pastoral lead**.
His/her duties are:
- To develop and review the policy, involving staff, governors, parents/carers & related agencies;
- To implement the policy, and monitor and evaluate its effectiveness in practice;
- To ensure that evaluative feedback informs the policy review;
- To manage the reporting and recording of bullying incidents;
- To assess and coordinate training and support for staff and parents/carers where appropriate;
- To coordinate strategies for preventing bullying behaviour.

1.3.   **The School Counsellor** is responsible for:
- Managing bullying incidents.
- Ensuring that staff follow anti-bullying protocol.

2.   **Definition of Bullying**

We define bullying by the following criteria:
- There is a deliberate intention to hurt or humiliate;
- There is a power imbalance that makes it hard for the victim to defend themselves;
- It is persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent if it fulfils all other descriptions of bullying, particularly in cases of sexist, racist or when children with disabilities are involved.

2.1.   **How to Recognise Bullying**

Bullying can take a number of forms:
- **Physical** – for example hitting and kicking.

- **Emotional or verbal** – for example name-calling, taunting, mocking, making offensive comments, harassment, excluding people from groups, threatening and coercion, gossiping and spreading hurtful and untruthful rumours.

- **Cyber bullying**- inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet.

- **Damage to property** - for example lunches or books, theft or producing offensive graffiti.

- **Constant low-level /minor activity** – for example nudging when working, items knocked on the floor, deleting/damaging work on the computers.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become 'bystanders' or 'accessories to bullying'.

2.2. Specific types of bullying include:
- Bullying related to race, socio-economics, religion or culture;
- Bullying related to special educational needs or disabilities;
- Bullying related to appearance or health;
- Bullying of young carers or looked after children or to children due to other home related circumstances;
- Sexist bullying.

There is no hierarchy of bullying- all forms should be treated with equal seriousness and dealt with appropriately.

2.3. EGS's response when a student is bullied
We will endeavour to create a secure atmosphere through education, intervention, monitoring and evaluation. As part of our ongoing commitment to the safety and welfare of our students, we at EGS have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

A. Procedures
All reported incidents of bullying will be taken seriously and an investigation will take place involving all parties. The school will usually take the following steps (depending on the individual incident).

Have the following steps been followed?	Tick and initial
Have **statements** been collected from: ● The individual involved ● The perpetrator ● Witnesses	☐ _____ ☐ _____ ☐ _____ _____
Is there any **evidence**?	
Have all **parents** been contacted.	
Sanction (please comment).	
Support to move forward Restorative justice/mentioning/circle of friends/others (please comment).	
Have a **follow up meeting** with the individual involved been arranged (2 weeks) - include date.	

B. Education
- EGS plans an annual Anti-bullying week to raise awareness of our expectations, issues and practical strategies.
- Anti-bullying is part of our PSHE curriculum.
- Our school value of respect is regularly discussed in assemblies, in lessons and throughout the school.

C. Intervention
- Clear information is given to all students that bullying will not be tolerated.
- The EGS's values are regularly discussed and are displayed throughout the building.

- Students also explore the effects of their behaviour on others through Anti-Bullying Week.
- Staff provide a regular and visible presence around the school throughout the day.
- Reports of bullying are dealt with promptly and investigated thoroughly.
- All incidents are recorded by the School Counsellor.
- Playground Buddies are assigned at break and lunch times.
- There is an immediate response to victims of bullying with contact with parents.

D. Monitoring and Evaluation
- In the first instance, this will be the responsibility of the School Counsellor and Pastoral Supervisor.
- Anti-bullying will be on the pastoral agenda on a regular basis.
- Pastoral Supervisors have a responsibility to ensure that form tutors maintain a clear watch out for bullying. They should also bring any issues to the attention of the Vice-Principal
- The effectiveness of the anti-bullying policy will be reviewed annually by the Principal and Vice-Principal.

E. Guidelines for All Staff and Other Adults
- Always take complaints about bullying seriously.
- Tell students that bullying is totally unacceptable.
- Sort out bullying positively and be proactive in investigating all reports of bullying.
- Report incidents to the School Counsellor.
- Watch out for intimidation, both in and out of lessons. This can be physical but sometimes discreet

F. Guidelines for Students
- It is important that students are able to see the difference between simple fall-outs or misunderstandings and bullying (as defined earlier).
- If something happens once, it may not be bullying but it is bullying if it occurs over days, weeks and months.

- **Students must tell someone** if they are being bullied as there are lots of people that students can talk to if they have a problem. These include a friend, a parent, and any teacher, Pastoral Supervisors or the SLT.

2.4. **Cyberbullying**

Bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation.

The most common places where cyberbullying occurs are:
- Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok
- Text messaging and messaging apps on mobile or tablet devices
- Instant messaging, direct messaging, and online chatting over the internet
- Online forums, chat rooms, and message boards, such as Reddit
- Email
- Online gaming communities

A. **What to do about Cyberbullying?**
   a. **Tell someone:** The first thing to do is tell an adult you trust. But bullying can get worse, so speak up until you find someone to help. You also can talk to your school counselor or a trusted teacher or family member. If the bullying feels like it's really getting you down (like if it's affecting your sleep or concentration), therapy can help. If you're not ready for that, you can still benefit from the support of a trusted adult.

   b. **Walk away.** What you've heard about walking away from a real-life bully works in the virtual world too. Ignoring bullies is the best way to take away their power, but it isn't always easy to do — in the real world or online.

c. If you see something upsetting, try to step away from the computer or turn off your phone for a while. Don't respond, and never forward the message to someone else. Find something to distract yourself from what's going on.

d. **Resist the urge to retaliate or respond:** Walking away or taking a break when you're faced with online bullying gives you some space so you won't be tempted to fire back a response or engage with the bully or bullies. Responding when we're upset can make things worse. Although it's not a good idea to respond to a bully, it is a good idea to save evidence of the bullying if you can. It can help you prove your case, if needed. You don't have to keep mean emails, texts, or other communications where you see them all the time — you can ask a parent to make a copy or save them to a flash drive.

e. **Block the bully.** Most devices have settings that let you electronically block the bully or bullies from sending notes. If you don't know how to do this, ask a friend or adult who does.

f. **Be safe online.** Passwords protect your smartphone and your online sites, and change your passwords often. Be sure to share your passwords only with your parents or guardian. It's also wise to think twice before sharing personal information or photos/videos that you don't want the world to see. Once you've posted a photo or message, it can be difficult or impossible to delete. So remind yourself to be cautious when posting photos or responding to someone's upsetting message.

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