

**EATON HOUSE BELGRAVIA**

**ANTI-BULLYING  
POLICY**

## Table of Contents

Introduction and Definitions .....	3
Legislation and School Responsibilities.....	4
Bullying outside school premises.....	5
Roles and Responsibilities .....	5
Purpose of the Policy .....	6
Signs and Symptoms .....	7
Cyber-Bullying .....	7
Homophobic Bullying.....	8
Racist Bullying .....	8
Preventing Bullying .....	8
Anti-bullying Strategy.....	10
Training and Support for Staff .....	12
Procedures, Sanctions and Response to Bullying .....	12
Bullying of pupils with Special Education Needs .....	13
Co-operating with Parents and Carers .....	13
Record Keeping .....	13
Complaints Procedure.....	14

# Introduction and Definitions

At Eaton House Belgravia, we are clear in our mission to provide a safe, welcoming space for all students. This aligns with the sentiment present in the British Values<sup>1</sup>; of tolerance of others and of the importance of reasonable individual liberty.

To accurately charter a response to instances of bullying, it is important to clarify what is distinguished as bullying and what might otherwise be perceived as negative social choices, which are an intrinsic part of learning to socialise successfully. There is no legal definition of bullying.<sup>2</sup>

We have therefore used the framework outlined by the Anti-Bullying Alliance <sup>3</sup> to select our key criteria.

The four key criteria that we rank against when assessing interactions that might meet the threshold of bullying are as follows:

- Hurtful
- Repetitive
- Featuring a power imbalance
- Intentional

Bullying can take many forms, including:

- **Direct physical bullying:** Hitting, kicking, pushing, or other forms of physical aggression.
- **Direct verbal bullying:** Name-calling, insults, threats, or offensive mimicry.
- **Indirect bullying:** Spreading rumours, social exclusion, or disclosing someone's secrets.
- **Cyberbullying:** Bullying that occurs through electronic means, such as social media, email, or text messages.

Bullying can be motivated by prejudice against immutable characteristics, as outlined in the Equality Act of 2010<sup>4</sup>.

We understand the negative and lasting impact that being bullied can have on pupils and we will deal with all incidents in a procedurally fair way, by applying the same approach to all situations, with this

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<sup>1</sup> <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

<sup>2</sup> <https://www.gov.uk/bullying-at-school/bullying-a-definition>

<sup>3</sup> <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/understanding-bullying/definition>

<sup>4</sup> <https://www.legislation.gov.uk/ukpga/2010/15/contents>

policy as the guiding document. There is always the potential for exceptional circumstances and in those circumstances exceptional measures may be taken.

Our fundamental responses to incidents that qualify as bullying will be through our implementation of culture and education.

Part of our culture is our key slogan: “Share Now”. This enables pupils to recognise that whatever may have happened, sharing their concerns, worries or experiences *now*, with a trusted adult, allows an immediate response that can be both educational and reinforces our cultural values at Eaton House Belgravia.

## Legislation and School Responsibilities

There are statutory responsibilities for schools that are formative in our approach and thinking – for example, the Independent Schools Standards Regulations state that “the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy”.

There is a further range of key documentation outlined below.

- Advice for Parents and Carers on Cyberbullying, 2014<sup>5</sup>
- Equality Act 2010<sup>6</sup>
- Keeping Children Safe in Education<sup>7</sup>
- Section 89 of the Education and Inspections Act 2006<sup>8</sup>
- The Independent Schools Standards Regulations, 2014<sup>9</sup>

We take our responsibility for meeting the Public Sector Equality Duty (Equality Act 2010) seriously and take active steps to:

- Eliminate unlawful discrimination, harassment and victimisation through proactive policy and implementation as well as in response to incidents that do occur.

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

<sup>6</sup> <https://www.legislation.gov.uk/ukpga/2010/15/contents>

<sup>7</sup> <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<sup>8</sup> <https://www.legislation.gov.uk/ukpga/2006/40/section/89>

<sup>9</sup> <https://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>

- Promote and facilitate equality of opportunity for all people/s within our community.
- Create a culture of tolerance and mutual respect.

## Bullying outside school premises

Whilst Eaton House Belgravia has a clear behavioural policy that is implemented consistently throughout school, there are circumstances that may result in a decision made by the SLT to act on incidents of bullying outside of the school premises. These incidents will of course also need to meet the definition as outlined in Section 1.

The school's decision to intervene in response to incidents defined by the school as bullying will be taken in conjunction with key stakeholders, such as parents, carers and adults who are responsible for taking care of the students in question. The ultimate authority on the implementation of the school behaviour system is the school and it will always do so based on the information available to it at the time, as complete as possible.

- The Headteacher does have a specific statutory power to discipline pupils for poor behaviour when they are outside of the school premises and not under the lawful control or charge of a member of school staff.
- This could relate to bullying incidents occurring anywhere off the school premises, such as on school or public transport or outside local shops.
- Where bullying outside school is reported to school staff, it should be investigated and acted on.
- The Headteacher should also consider whether it is appropriate to notify the police or local authority.
- If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

## Roles and Responsibilities

### *All Staff*

It is the responsibility of all staff to ensure that the policy is implemented effectively throughout school, wherever they may be. All staff must also promote the key slogan of "share now" at all opportunities to do so.

### *Senior Leadership Team*

The Senior Leadership Team is responsible for creating, reviewing and updating the anti-bullying policy and the behaviour management approach at Eaton House Belgravia. Through CPOMS, all incidents of bullying must be correctly tagged and actioned by the SLT.

The SLT are also responsible for the regular review of the anti-bullying policy with staff, including an annual refresher at every INSET day in the commencement of the new academic year. The SLT are also responsible for ensuring that staff have had access to the relevant materials and training for staff to be able to promote and implement the anti-bullying policy.

As part of the termly report to the board, all incidents of bullying and the subsequent actions should be included, with appropriate detail.

If a parent, carer or responsible adult request an investigation into alleged incidents of bullying, the SLT will be responsible for pursuing the claims and subsequently informing said individual of their findings and potential next steps, if required. Where possible, they will meet in person with the individual that raised the concern to conclude the investigation and to ensure that the subsequent outcomes are clear.

## Purpose of the Policy

This policy outlines the school's comprehensive approach to preventing and addressing bullying among pupils. It encompasses incidents that occur on school premises, outside the school, during the journey between school and home, and through online or text communication at any time.

The policy aims to ensure a thorough understanding of bullying across the entire school community. The Headteacher, Senior Leadership Team (SLT), teaching and non-teaching staff, pupils, and parents/carers are all provided with a clear definition and understanding of what constitutes bullying. We will offer training to parents/carers on an annual basis and actively encourage them to attend the training, which is provided as part of the Belgravia Edge Workshops Programme. All staff members are well-informed about the school's anti-bullying policy and are expected to follow it diligently when dealing with bullying incidents and to encourage the spirit of "Share Now".

Furthermore, pupils and parents/carers are educated on the school's stance on bullying and are guided on the appropriate steps to take if they encounter or suspect bullying. They are assured of the school's support and commitment to their safety and well-being. Consistent and effective actions are taken to both prevent and address bullying behaviour, ensuring a safe and supportive environment for all pupils

## Signs and Symptoms

There are many signs that may indicate a pupil is being bullied. Whilst this is not an exhaustive list, there are some notable examples that can be provided. These include:

- Reluctance or fear of walking to and from school.
- Unwillingness to attend school, resulting in truancy.
- Becoming withdrawn, anxious, or lacking in confidence.
- Changes in behaviour, such as stammering, aggressive behaviour, or disruption.
- Unexplained physical injuries or damage to personal belongings.
- Frequent complaints of feeling unwell, particularly in the mornings.
- Sudden decline in academic performance.
- Changes in eating habits, such as skipping meals or binge eating.
- Exhibiting signs of distress, such as crying themselves to sleep or having nightmares.
- Evidence of self-harm or suicidal tendencies.

Ultimately, a key idea that will inform our approach is to monitor for change in a pupil and their behaviour, particularly if that change is unexpected.

## Cyber-Bullying

The online world is now pervasive and can play a distinctive and large role in the lives of pupils. We are aware of this and are vigilant when it comes to incidents that may involve cyber-bullying. UNICEF outlines cyberbullying as “bullying with the use of digital technologies”.<sup>10</sup>

On site, we take actions to be thoughtful and proactive in limiting the use of devices unless strictly necessary for educational activities.

Whilst onsite, students never use devices unmonitored. All access to the internet runs through our filtering and monitoring system, with alerts sent daily to the DSL and DDSs for review. Incidents that meet the threshold for an immediate response send through an urgent alert to the DSL and the DDSs immediately. These reports are then actioned in line with our filtering and monitoring policy. We encourage the same level of scrutiny for device usage at home.

We do not permit students to bring devices on site, except for mobile phones for those students who travel to school independently. This is an arrangement made with the consent of the Head and the school office. All devices are given to the school office on their arrival and are not accessible until the end of the school day.

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<sup>10</sup> <https://www.unicef.org/end-violence/how-to-stop-cyberbullying>

## Homophobic Bullying

Homophobic bullying refers to young people who are, or may be, lesbian, gay, bisexual, transgender or who have friends and family who are. It can be particularly difficult to deal with as the victim may not wish to tell anyone. Studies have found that three out of five gay pupils never tell anyone when they are being bullied. Homophobic bullying and the use of derogatory language is not tolerated in the School and will be dealt with if it does occur. Prevention measures are always better to prevent any form of bullying.

## Racist Bullying

Racist bullying targets a person's family and culture as well as their personal characteristics, resulting in wider feelings of hurt on the part of the victim. It can be seen to be sanctioned by a wide group of people, leading the victim to assume that others in the same cultural group share the same opinions and cannot, therefore, be trusted.

The ethos of the School is vital in combating racist bullying. Pupils must feel secure about reporting incidents and that their reports will be dealt with effectively.

Six themes can be used in every curriculum subject to help tackle some of the underlying beliefs that fuel racism:

- shared humanity: similarity, sameness and universality
- difference and diversity: contrasting stories and interpretations
- interdependence: borrowing, mingling and mutual influence
- excellence everywhere
- identity and belonging
- race, ethnicity and justice.

In dealing with instances of racism, perpetrators should be helped to understand their own behaviour and how they might change it. It should be recognised that for younger pupils in particular, racist actions and language may be part of the home environment.

## Preventing Bullying

To prevent bullying, we believe in the pivotal role of both education and culture. By promoting our Golden Rules regularly through our behaviour management system, celebrating the diversity of our community, incentivising and promoting positive behaviour and teaching the importance of British Values, as well as delivering repeated, systematic opportunities for pastoral education, we aim to help pupils become positive social agents.

More specifically:



**The Golden Rules:** the [Golden Rules](#) are embedded in all aspects of school life, be it in the house point system, the merit assemblies, the inter-school competitions or larger, cultural pupil-driven initiatives. These are used to encourage pupils to become positive social agents.

**The Golden Rule of the Half Term:** Every half term there is a dedicated rule that is the focus in assemblies, form time, inter-house competitions and within the general culture of the school.

**Anti-Bullying Week:** The school's message is underlined during Anti Bullying Week which takes place between the 11<sup>th</sup> and the 15<sup>th</sup> November. Whole school workshops take place with outside facilitators, and teachers use a range of resources such as BBC Newsround, to educate pupils.

**The Curriculum:** Anti-bullying education is incorporated into the curriculum through PSHE (Personal, Social, Health, and Economic education) lessons. In these classes, students learn about the effects of bullying and strategies to prevent it.

**Learning Enrichment:** We have a broad range of services that we deploy through our Learning Enrichment department, including social skills sessions and group work. These are used to further demonstrate the correct way to socialise and, consequently, help to proactively inform students of the right way to interact with one another. a

**Pastoral Coaching:** In specific circumstances, both for students who have taken part in bullying and who have been bullied, we deploy Pastoral Coaching – a tool that we use for a range of pastoral circumstances. Pastoral Coaching is led by the Deputy Head. It offers a structured daily opportunity to interact with a trusted adult, with key focuses being the boosting of self-esteem, the facilitation of regular discussion with that trusted adult and the provision of personal skills to better manage challenging social situations.

**Staff engagement and education:** All staff undergo training on identifying and addressing bullying. This training includes regular safeguarding sessions and specific workshops focused on bullying prevention and intervention strategies, as well as broader pastoral and safeguarding training.

**Pupil engagement:** Pupils are encouraged to take an active role in creating a bullying-free environment. They are encouraged to lead on the “share now” initiative, with particular leadership from the school council.

**Parent and carer engagement:** Parents and carers are informed about the anti-bullying policy and their role in supporting it. The school provides regular workshops to parents which include a focus on anti-bullying and “share now”, as well more broadly on behaviour management and pastoral awareness and education.

# Anti-bullying Strategy

We use three key ideas to address bullying: strategies, education and culture. This is the shortened to the acronym “SEC”.

## *Strategies*

**Assemblies:** Weekly, age targeted SMSC assemblies help to continue to prioritise individual choice and to better educate students on how to interact with one another in a kind, reputable way. Additionally, our weekly whole school merit assemblies highlight and champion positive socialisation and achievement and to highlight the path to becoming a positive citizen.

**Share Now:** All form teachers explain Share Now on the first day of the academic year. It is further reinforced in the first pastoral assembly of the year, which is led by the SLT. This strategy is then referenced and reinforced repeatedly throughout the year.

**Golden Rules:** All children are taught the six Golden Rules upon arrival. These are immediately reinforced and championed in the first whole-school Merit Assembly.

**Staff Example:** All staff are expected to demonstrate the same approach to being a positive citizen as is expected of the children.

**SLT Presence:** Eaton House Belgravia senior staff are present and in classrooms every day, interacting with pupils and welcoming them and dismissing them every day. We begin the day with a handshake, setting the tone with a small but important ritual that signifies respect. This presence is felt throughout the school.

## *Education*

**Cultural Events:** Eaton House Belgravia takes an active role in deploying annual initiatives and cultural “days”, such as “Anti-Bullying Week” and “Odd Socks Day”.

**Curriculums:** Our PSHE curriculum centres around health and wellbeing, relationships, and living in the wider world. This approach allows students to delve deeply into topics that promote anti-bullying, such as developing and maintaining healthy relationships, respecting equality and diversity in relationships, and recognising negative relationships, including bullying and abuse. Additionally, it provides students with the opportunity to discuss the importance of trusted adults and how to speak out about troubling emotions, behaviours, or situations.

**Training:** Staff receive regular anti-bullying training and take part in repeated and up-to-date safeguarding training to ensure that they are fully equipped to deal with bullying, should it arise.

## *Culture*

**Shared Values:** We are driven by and informed by the British Values, which are present physically in every classroom and addressed regularly. We are also informed by the school values and the Golden Rules.

**Customs and Traditions:** As a school, we take pride in our heritage and continue to uphold the rituals and traditions that have been a part of the school for over a century. We start the day with a handshake and the doff of the cap, signalling the transition to our respectful, inclusive environment.

**Social Structures:** We highlight that change starts with the individual, but recognise the importance of the groups that we participate in. In Merit Assemblies, the House Point review starts with Milestone Badges for individuals, before turning class house point achievements, inter-house achievements and finally, whole school achievements, reminding students every week that we are part of a shared community with multiple layers.

**Physical Environment:** Throughout the building, we routinely champion the Golden Rules, Share Now and the achievements of our community in pursuit of being positive citizens. Because being a positive citizen of the future is a key priority for us, our building and its subsequent adornments reflect this.

**Conversation and Interaction:** We uphold and reinforce the Golden Rules and general etiquette in all interactions within school, be that in the correct application of manners, the framing of a conversation or the use of kind words wherever possible. Staff are proactive in reframing social situations into the correct format, to help guide students on their pathway to becoming a positive citizen.

Together, this makes up our “SEC” approach.

## EYFS Children

Even the youngest children are encouraged to behave towards each other with kindness and consideration. They must learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions but sometimes we may remove a treat for hurtful behaviour. Parents are always informed via a note in the homework diary when any sanction or reproof is needed and, in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the School to discuss the situation with their child's Teacher and the Head Teacher and to agree a joint way of handling the difficulty.

## Training and Support for Staff

EHB offers annual safeguarding training for staff, alongside regular anti-bullying workshops, behaviour management workshops and training experiences. In addition, we liaise and work closely with Eaton House the Manor to explore best practice and to work to improve our anti-bullying approach wherever possible.

## Procedures, Sanctions and Response to Bullying

Our anti-bullying strategy is applied throughout the school and “Share Now” as well as our SEC approach, is embedded everywhere.

If an incident is defined as bullying, as per our guidelines outlined earlier in the policy, we will do the following.

- Ensure that the children are, as a main priority, safe.
- Provide them a safe space to be in, such as an SLT office or a Head of Year’s classroom.
- Gather more information, with separate discussions with all individuals involved in the incident that has triggered the conclusion that this is a case of bullying.
- Reiterate the Golden Rules, the expectations within school and the importance of meeting those expectations.
- Provide an opportunity for structured reflection, using our reflection tasks, with a staff member who can provide guidance on understanding why bullying is unacceptable and how it has occurred.
- Provide, where appropriate, a structured opportunity for restorative justice to occur, with a specific apology and thoughtful attempts to right whatever wrongs may have occurred.
- Apply the appropriate level of sanction from the range of sanctions outlined in our [Behaviour Management Matrix](#), ranging from Verbal Warnings, Target Trackers, Timeouts, Detentions, After School Detentions, SLT Detentions through to Serious Sanctions, such as Suspension and Exclusion, at the discretion of the SLT.
- Inform the parents and carers of the children involved to detail what has occurred, based on the discussions that have taken place following and to outline the steps that have been taken in response.
- Create further, specific opportunities for education in response to the incident that has occurred, targeted where most needed, via assemblies, form times and SLT year group talks.
- Deploy pastoral support for those involved – both those who have been bullied and those who have bullied – including the use of the school ELSA and Pastoral Coaching, where relevant.
- Monitor the circumstances within which the incident occurred and make further adjustments where necessary.

# Bullying of pupils with Special Education Needs

Children with special educational needs (SEND) can have particular difficulties in relation to bullying. For example, that they may find it difficult to recall events, they may not realise what is happening to them, and their behaviour may mean that Schools are less likely to believe their accounts. They are also at greater risk of suffering bullying. This risk needs to be addressed with a mixture of preventative and responsive work.

There are several tools that can be developed to counter prejudice and foster a positive ethos:

- ensure that pupils with SEND are fully integrated into the life of the School
- ensure that all staff are aware of pupils who are vulnerable and understand their particular needs
- ensure that staff training covers the specific ways in which bullying affects pupils with SEND
- use the curriculum to explore the issue of “difference” and give pupils the opportunity to explain to their peers what it is like to have their special needs or disability
- encourage a positive relationship with the parents of pupils with SEND
- assess any trends or patterns in incidents of bullying affecting this group of pupils
- have a robust and consistent whole-School approach to bullying
- Staff are aware that if children are behaving in a particular way or they are looking distressed or behaviour or demeanour is different that it may not be due to their SEN or disability and it could potentially be that bullying is taking place

## Co-operating with Parents and Carers

The School will encourage parents who suspect that a child is bullying or being bullied to immediately contact the School and make an appointment to see the child’s teacher or form tutor as soon as possible. The Head Teacher and Deputy Head Teacher must be kept informed of all incidents and are involved in the processes. Parents and carers will be informed of incidents and involved in discussions. The School will discuss with parents how they can work together to stop the bullying. We work closely with parents/carers to ensure that there is a consistent approach in preventing bullying.

## Record Keeping

EHB keeps extensive pastoral records to create a broad picture of each child, within which patterns can be spotted across time. This sits within our perspective of best practice.

Incidents can be reported through a range of mechanisms, including:

- **School Worry Boxes:** these are in every classroom and placed within key areas throughout the school. Students are made aware of them on day one and reminded of them regularly. There is an Eaton House Bear stationed at each Worry Box and we use the mantra “wherever you can see the bear, there is a worry box there”. We use a story involving a bear who shares

his worries in a Worry Box to frame this approach and this book is available in classrooms throughout the school.

- **Talking to a trusted adult – “Share Now”:** Share Now is embedded throughout the school and children can approach any adult within the school to share their worries.
- **Staff Report:** a staff member might observe a behaviour, series of behaviours or a specific incident that they believe sits within the definition of bullying. They can seek further guidance from their Head of Year or the SLT.
- **Parent Feedback:** a parent may have observed an incident, behaviour or series of behaviours and is encouraged to share this with a member of staff, who can then take the necessary next steps.

When a bullying incident takes place, that incident is recorded on CPOMS by the staff member who had the incident reported to them, the staff member who read a worry in the Worry Box or a staff member who observed something they felt met the threshold.

CPOMS records are:

- Dispassionate and factual chronological records.
- They are shared with key staff, including class teachers, Heads of Year and SLT, as well as the school DSL and DDSs.
- They outline a record of the initial event, as well as any subsequent events.
- They outline the response to the event and the action that the initial first responder has taken.
- They detail any sanctions taken and any pastoral interventions taken.
- They are overseen and directly managed by the SLT and the DSL.
- They detail any communication taken between the school, parents and any external agencies, if relevant.
- As and when a resolution is reached, what that resolution was.

## Complaints Procedure

Parents and pupils are encouraged to use our complaints procedure (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted if they are unhappy with the way in which their complaint has been handled. The complaints policy explains how to complain to Ofsted.

<b>Last Review</b>	Sep 2025
<b>Next Review</b>	Sep 2026
<b>Name and Title</b>	<i>Ross Montague</i> <i>Headmaster &amp;DSL</i>