



**EDGEWOOD
ACADEMY**



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Anti Bullying Policy including Cyber Bullying

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Signed by:			
Kate Manning, Headteacher	Date:	12 th February 2026	



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PURPOSE

It is a basic right of all children and young people that they receive their education free from humiliation, harassment, oppression, and abuse. Bullying may not only be face to face, but behind the scenes and using mobile and computer devices. Edgewood Academy has a responsibility to create and maintain a secure and safe environment at school for pupils who are in our care, so that parents/carers may send their children to school in the confident knowledge that they will be protected from being bullied and that action is taken to reduce the potential for bullying. In the same way all adults in Edgewood Academy have the right to work free from harassment, intimidation or abuse.

Safe, supported learning that inspires growth through innovation.

At Edgewood Academy, every learner grows in a safe, supportive environment where curiosity is nurtured, individuality is valued, and innovation inspires new possibilities. We believe that when

children feel secure and connected, they are free to explore, create, and achieve beyond expectation — growing deep roots of confidence and reaching new heights of potential.

Core Principles

Safe to Grow

We build trust through care, respect, and consistency — ensuring every learner feels protected and valued in all they do.

Inspired to Innovate

We embrace creativity and technology as tools for discovery, equipping pupils with the



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confidence to explore, question, and lead.

Connected to Community

We grow together — learners, families, and educators — supporting each other with empathy and collaboration.

Rooted in Excellence

Like a strong tree, we are grounded in high expectations, with teaching and learning that challenge and inspire progress at every stage.

Edgewood Academy was created to give children and young people with individual needs a safe, supportive place to grow and heal. Through care, education, and therapeutic support, we build stability, trust, and a future where children and young people can truly flourish.

OUR COMMUNITY

- Discusses, monitors and reviews our preventing bullying policy on a regular basis
- Supports staff to promote positive relationships and identify and tackle bullying appropriately
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the preventing bullying policy
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the preventing bullying policy
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from other relevant organisations when appropriate.



DEFINITION OF BULLYING

There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour
- it is repeated over a period of time
- it is difficult for those being bullied to defend themselves

Bullying can take many forms but three main types are:

- **physical** - hitting, kicking, taking belongings
- **verbal** - name calling, insulting, racist remarks, homophobic remarks, sexist remarks or any other comment which isolates a person in relation to their appearance, persona, beliefs or background.
- **indirect** - sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

FORMS OF BULLYING COVERED IN THIS POLICY

Bullying can happen to anyone. This policy covers all types of bullying including:

- bullying related to race, religion or culture
- bullying related to special educational needs
- bullying related to appearance or health conditions
- bullying related to sexual orientation



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- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying
- cyber bullying

SCOPE

All staff should be aware that:

- All bullying, both actual and alleged incidents, are important and must not be ignored.
- Cyber bullying may occur both at school and off the school premises (Please see e-safety policy, safeguarding policy and relational support policy).
- All bullying incidents must be recorded and the Deputy Head Teacher(s) and/or the Head Teacher informed immediately that the incident has been recorded and of any action taken.
- Pupils will be encouraged and helped to inform us of bullying incidents involving others as well as themselves
- All staff and students have a responsibility to prevent/act on bullying
- Our action is firstly to stop the bullying rather than to punish
- The “no blame approach” is the correct perspective – both the alleged perpetrator of bullying and the alleged victim must be treated as needing help and support.

PRINCIPLES

All discovered bullying will be acted upon. Therefore, every person who is part of Edgewood Academy has a responsibility to act in accordance with this policy and the school’s safeguarding policy. The school will aim to prevent bullying by delivering an anti-bullying programme and opportunities to deliver a consistent message in relation



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to bullying will be explored across the curriculum. The organisation, administration and practices within the school will reflect the commitment to the prevention of bullying.

When dealing with students involved in bullying incidents, the school's aims are to:

a) Support and counsel the victim

b) Correct the behaviour of those responsible and provide the necessary help and support.

This includes in school help in addition to help from external agencies such as Children's Services. The school acknowledges the importance of clear, constructive communication between the various parties concerned with minimising and dealing with bullying in the school.

IMPLICATIONS FOR PUPILS

Pupils need to understand what bullying is; its causes, effects, and methods of prevention.

Pupils must accept that they have a duty to themselves and others in preventing bullying, and taking action should it occur.

The action may be **direct**, that is intervening in a bullying situation (the difficulties in this are acknowledged).

Or **indirect**, reporting bullying or potential bullying to another adult, at home or in school.

Bullying is never right. If a pupil is being bullied they should feel able to tell someone and get help.

Pupils also have a vital role in the prevention of bullying by drawing the attention of the adults in the school to anything, which, from their point of view, may give the opportunity for bullying to occur.



Pupils who tolerate bullies are supporting and enabling them. Pressure from other pupils can stop bullying.

IMPLICATIONS FOR TEACHERS AND SCHOOL STAFF

(1) All discovered bullying including through the internet or other mobile communication must be acted upon as soon as possible and seen to be acted on. **NOT TO ACT IS TO CONDONE.**

(2) A system of Sanctions and Rewards is the best vehicle for dealing with bullying. Staff must ensure that they are familiar with and use these systems effectively. (See section on **Rewards, Praise and Encouragement**)

(3) Incidents must always be carefully recorded using CPOMS.

(a) The preparator and victim must be seen by the anti-bullying officers / a senior member of staff and their comments carefully recorded. As necessary the DSL must also be involved.

(b) All staff working with the young people involved in the incident(s) should be informed, including social workers where there is current local authority involvement.

(4) Danger periods are breaks, lunchtimes and the start and finish of lessons. Knowing that, a conscientious exercise of professional duties should minimise the opportunities available to bullies.

(5) There are implications for pupil management by staff, who must be aware that their own conduct is often reflected in the way children behave. For example, if bullying strategies are used by Staff, this reinforces the idea that bullying is a legitimate way of exercising power and control.



(6) Teaching about bullying through the Curriculum is an essential strategy in prevention. Staff should consider issues relating to bullying where appropriate, maintaining a consistent anti-bullying stance. (See reference in PSHE/RSE Schemes of Work)

IMPLICATIONS FOR STAFF

School staff have a key role to play in the prevention and identification of bullying.

(1) School Staff can help identify early signs of possible bullying manifesting itself in abnormal behaviour patterns such as: -

An unwillingness to attend school

Pattern of vague headaches or stomach aches

Moodiness

Requests for extra money

Equipment gone missing

Self-harm

(2) If School Staff think a child is being bullied or is bullying, then they should contact a member of the senior management team immediately. There is always someone available.

(3) If the problem occurs only outside school, the school will of course offer help and support but it may be necessary to contact children's services and/or local Police. Where concerns are raised about bullying and radicalisation, the DSL/Head Teacher must be informed, who will then report to the police.

(4) A child should not be encouraged to hit back although he/she may need to defend themselves if physically attacked.



IMPLICATIONS FOR SENIOR MANAGEMENT

In many ways all Staff are “Managers” and have a role to play in creating a climate and attitude within the school which does not sustain bullying. This is mainly concerned with valuing others and treating everyone, their property and the school, with respect. The school actively promotes the values of tolerance, understanding and support to children of different cultures, faiths and backgrounds.

Examples to students of good practice are essential and would include for example:

- Ensuring that notices around the school are polite and positive
- That staff treat each other and pupils with consideration, etc.
- Other positive ideas would be welcome.

Particular responsibilities would include:

- Ensuring coherent Curriculum content on bullying.
- Ensuring policies, practices and consequences are clear to staff through the prospectus and booklets.
- Evaluating policies, structures and practices.
- Supporting all staff in dealing with bullying should it occur.
- Facilitating Staff training and development.



PREVENTING, IDENTIFYING AND RESPONDING TO BULLYING

At Edgewood Academy, we will:

- work with staff and outside agencies to identify all forms of prejudice-driven bullying
- actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
- consider all opportunities for addressing bullying including through the curriculum, through displays, reflection sessions, circle time, and peer support
- use the a PSHE programme which strengthens anti-bullying within the school curriculum
- train all staff to identify bullying and follow school policy and procedures on bullying
- actively create "safe spaces" for vulnerable children and young people

When involving pupils, we will:

- regularly canvas children and young people's views on the extent and nature of bullying
- ensure pupils know how to express worries and anxieties about bullying
- ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- involve pupils in anti-bullying campaigns
- publicise the details of helplines and websites
- offer support to pupils who have been bullied
- work with pupils who have been bullying in order to address the problems they have



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When liaising with parents, we will:

- ensure that parents / carers know whom to contact if they are worried about bullying
- ensure parents know about our complaints procedure and how to use it effectively
- work with parents and the local community to address issues beyond the school gates that give rise to bullying

PROCEDURE

Prevention

- Raise awareness amongst students of the school's position against bullying.
- Foster an atmosphere in which students feel comfortable about seeking help and in which they know how to seek help.
- Make students aware of strategies for coping with bullying.
- Minimise the occurrence of situations in the day which make bullying likely to occur
- Provide positive reinforcement of good behaviour both formally and informally.
- Flow chart of how to raise bullying concerns to be displayed in classrooms – identifies anti bullying officers and safeguarding leads.

Dealing with Bullying

Aims: a) to support and counsel the victim and alleged perpetrator

b) to correct the behaviour of those responsible



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- Via:
- a) prompt but considered response to incidents
 - b) collation of relevant information

Rewards, Praise and Encouragement

We will try to never miss an opportunity to offer praise and reinforce positive behaviour as highlighted in the school relational support policy. Setting achievable goals is key in allowing children to feel successful alongside acknowledging children and positive actions both individually and publicly through assemblies, circle time and rewards.

Sanctions

(These will be applied only with a view to improving the behaviour of those responsible and to showing the school's commitment to its policy against bullying.)

Immediate: -

- Possible suspension
- Meeting with the head teacher
- Apology to victim/meeting
- Loss of privileges/ points not earned
- Recorded

If bullying re-occurs: -

- Recorded on CPOMS and becomes a behaviour incident on the system – Victim and action statements will be attached to CPOMS reports



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- Individual Behaviour Contract/ restorative work.
- Further loss of privileges

If no improvement: -

- Early Annual Review
- Final Exclusion (Permanent)
- An evaluation of needs and risks and referral to Children's Services

CYBER BULLYING

The School recognises that Cyberbullying is an increasingly common and serious phenomenon. The purpose of this policy is to make clear the School's response to a report of cyber bullying. Cyber Bullying is different to other forms of bullying because it can happen at any time of day outside of the School grounds in places previously regarded as safe e.g. home. The audience for electronically circulated messages can be large and circulation is hard to control. The bully and the bullied may never be in the same physical space so Cyberbullying can appear anonymous.

Cyber Bullying can take place between people of different ages and generations including teachers and being a bystander makes someone an accessory to bullying although it is recognised that in some instances this will be unintentional.

Cyber Bullying includes the malicious use of:



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- Mobile phones
- Instant messaging
- Chat rooms and message boards
- Video hosting sites such as YouTube/ TikTok
- Social networking sites such as Facebook/ Instagram
- Webcams
- Virtual Learning Environments (VLEs)
- Gaming sites, consoles and virtual worlds

Cyber Bullying potentially falls foul of a number of laws, including those concerning harassment, threatening behaviour, and defamation. In addition, the Head has powers under the 2006 Education and Inspections Act to reasonably regulate the conduct of pupils when they are off-site and to confiscate (for a limited period) items such as mobile phones.

ACTIONS OF THE SCHOOL

The School is proactive in preventing Cyber Bullying through the inclusion of the topic in PSHE lessons for each year group, its Pupil Acceptable Use Agreement (PAUA) for ICT, its monitoring of ICT use in school and its internet safety awareness programme. Pupils are encouraged to report anything which concerns them. The School is aware that the technologies available to pupils are constantly changing and, as a result, the School's provision to prevent Cyber Bullying is reviewed annually. All incidences of Cyber Bullying will be evaluated by the School and the issues carefully recorded with evidence being retained. Advice will always be sought from children's services and the advice followed.



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On receiving a report of Cyber Bullying either in or outside of school, the school will:

- Reassure the person making the disclosure that the issue will be investigated with discretion.
- Advise the person making the complaint on how to prevent further instances and also how to keep the relevant evidence.
- Evaluate the allegation, collecting as much information as possible.
- Take action to prevent the further circulation of the material e.g. if the person responsible is a pupil in school then the school through the member of SLT responsible for overseeing staff Cyber Bullying issues will supervise the immediate removal of content.

When the person who is bullying has been identified, the school will (depending of the severity of the incident) follow a number of steps:

In the first incident:

The bully will be seen by their class teacher and the SLT Team including Head Teacher to ensure that they understand the seriousness of their actions and the impact on the victim. Further action will then be taken to both focus on a course of reparation for the bully and ensure that their behaviour changes. Such reparation could include a verbal warning, limited internet access, prohibiting the use of mobile phones in school, detention, internal exclusion or fixed-term exclusion.

In more serious cases, the school may:

- Contact the parents/carers of the bully and the victim.
- Contact the host site or phone company to make a report.



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- Confiscate mobile phones or other devices used to Cyber Bully and ask for information on who else may be in possession of the material.

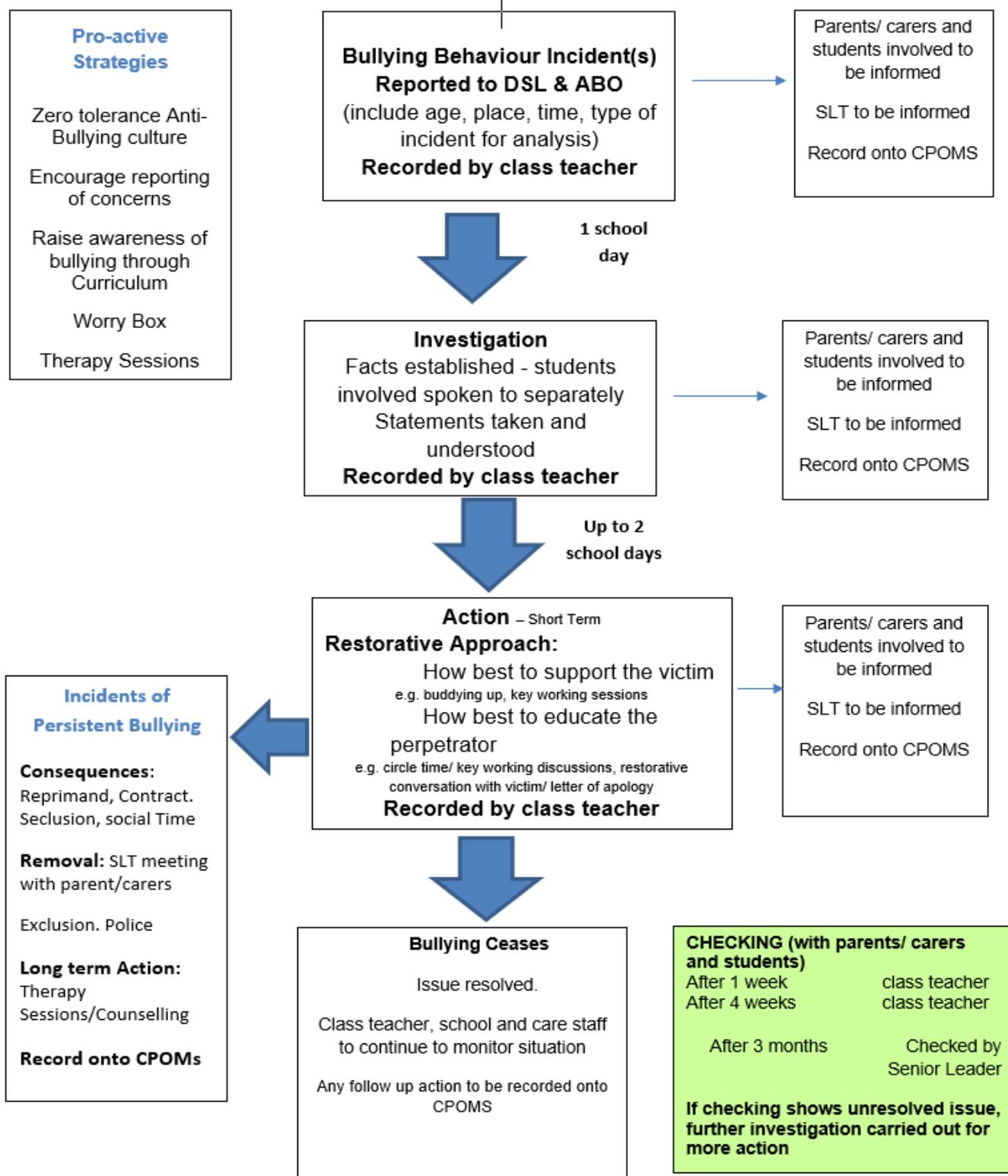
In most cases the school will deal with matters internally, but in serious cases where there are concerns about the welfare of pupils (either the victim or perpetrator), the school will refer the matter to children's social care and/or the police where an offence is thought to have been committed, for example when:

- There is evidence of a serious criminal offence being or about to be committed including radicalisation.
- The victim has suffered or is at risk of suffering serious harm, including self-harm.
- There is evidence or suspicion of adult involvement.
- There is evidence that a group of pupils, including pupils from another school, may be involved.
- Any of the children involved are the subjects of a Child Protection Plan.



Bullying flow chart

BULLYING FLOW CHART





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