

Anti-Bullying Policy



St Andrew's Prep
EASTBOURNE

Executive Summary

At both Charity schools, we promote a speak-up, upstanding culture; not for pupils to be bystanders.

It is everyone's responsibility to be aware of the signs of bullying and to be observant at all times.

Bullying is a deliberate act, either as an isolated serious incident or more typically, repeated behaviour.

Bullying can be indirect and/or subtle (e.g., spreading rumors, exclusion, repeated "looks" or "sugar-coated" comments).

The main types of bullying include verbal, physical, emotional, and cyber.

Bullying is not tolerated or ignored. It is everyone's responsibility to take positive action to help.

Pupils are encouraged to respect each other, to work together, to build resilience, and to show integrity.

Parents are encouraged to be alert at home and communicate promptly with the relevant school where issues emerge. Early interventions are proven to have much more positive impact.

Consequences and outcomes are clear and involve those pupils directly involved and the immediate team around them, both at school and at home.

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1. Policy Statement on Bullying Behaviour

We acknowledge that bullying is a problem that may be encountered in all areas of life, not just at school. Our schools aim to be proactive in our approach to tackling all forms of bullying, as we do not consider it to be a normal part of growing up or acceptable.

This policy is applicable to all pupils throughout their whole time at our Charity schools. It is relevant at all times of the day or night, seven days a week, and also transcends the term-holiday time divide. It is supported by and related to a series of other school policies, which are stated at the end of the document.

This policy is readily available to parents via the school websites and parent portals. Additionally, it can be provided at any time, upon request.

2. Statement of Intent

Eastbourne College Incorporated is committed to providing a healthy climate for learning, where pupils feel safe, happy and where individual differences are appreciated, understood and accepted. It is the responsibility of all staff and pupils to develop and maintain this environment: this means taking positive action.

This community does not tolerate bullying, child-child abuse or harassment in any form. Respect and inclusion of others is expected from all members of the Charity school communities and form an integral part of the Charity's ethos. It is unacceptable for pupils to be bullied or for staff to be bullied, whether by pupils, parents, or colleagues.

At both Charity schools, we work very hard to develop in every pupil those core values that we deem to be priceless and fundamental to success and happiness at every level.

At the College, these are:

- Pursuit of excellence
- Participation
- Integrity
- Courtesy
- Kindness
- Taking care of those that take care of us

At St Andrew's Prep, these are:

- Honesty
- Kindness
- Respect
- Gratitude
- Courage

All qualities that remain recognisable for a lifetime and the Charity schools will not tolerate behaviour that undermines these values. Fundamentally we pride ourselves on being a community which creates an ethos of good behaviour, where pupils treat one another and school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and

a clear understanding of how our actions affect others permeate the whole environment of both schools and are reinforced by staff and older pupils who set a good example to the rest.

The policy is not only enforced explicitly as and when required but also implicitly, through the culture of the schools and the educational opportunities we deliver, from lessons, to activities and sport, to chapel, to PSHE, to year group and whole-school assemblies, to routine "life" in the Houses / Sections and Tutor groups shepherded by Hsms / HoJMS and tutors, and other staff.

3. How do we Define Bullying?

Bullying is behaviour by an individual or group, normally repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms, and more often than not is hard to spot as it will take place subtly and in less governed spaces of the school or out of school, including online.

Essentially bullying is when a person is subjected to one or more of the following, physically, socially or online:

- Tormented
- Threatened or intimidated
- Harassed
- Humiliated
- Embarrassed
- Coerced / controlled
- Socially isolated and stopped from having a support network
- Physically injured; or when possessions are:
 - Interfered with
 - Damaged or
 - Stolen

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. It is deliberate, targeted and generally persistent over a period of time. In other words, saying something unkind to a person once (whilst wrong) may not be classified as bullying. But when a pattern emerges and it happens several times, more regularly, over a period of time, then it crosses a threshold where it then becomes classified as bullying.

However, the Charity schools take the view that there can be occasions and situations where a single act might be classified as bullying-type behaviour, if such an act was deemed to be sufficiently grave, unkind, abusive, racist, homophobic, sexist, or potentially dangerous, causing significant harm of some kind. For example, a large number of pupils "ganging up" on another individual with the intent of hurting them in some way (either physically or psychologically) or a much older or larger pupil using their physical size and maturity to intimidate or cause real harm to another pupil or a single more significant act of verbal or physical abuse. Such situations represent a sufficient imbalance and abuse of power which may (depending on severity) be classified as bullying-type behaviour under the terms of this policy.

Specific examples of types of bullying include:

- cyber-bullying via text and other message or social media posts (more often than not "unsaved" on a platform such as Snapchat), misuse of associated technology, i.e., camera and video facilities¹
- making threats and coercive control
- relational aggression and emotional bullying such as spreading rumours or malicious accusations, making friendships conditional, encouraging (controlling) unkind behaviour directed to third parties, being unfriendly, excluding, tormenting (e.g., hiding books, threatening or antisocial gestures); manipulating social networks with the intention of excluding, ostracising or marginalizing individuals from their friends and normal relationships;
- physical abuse and attack of some kind, pushing, kicking, hitting, punching or any use of violence;
- theft / damage to property (accompanied by the threat of violence) where the intention is to create fear;
- verbal abuse, name-calling, sarcasm, spreading rumours, testing and threats

Bullying is often motivated by prejudice against particular individuals or groups, for example on grounds of:

- protected characteristics – those particularly relevant to school-based bullying are those of ethnicity / race (racism), religion, gender, sex, sexual orientation (eg homophobic abuse), disability including neurodiversity / SEND challenges
- in relation to issues of care and caring responsibilities, parental adoption and status, parental occupation, poverty and perceived social class / home background
- actual or perceived differences including loneliness and perceived weakness, perceived lack of ability or skill
- physical appearance

In both pastoral and legal terms, there are clear overlaps between bullying and child-child abuse. Some categories listed above obviously have additional potential legal ramifications, depending on their level of seriousness, could be considered more formally and seriously by the Charity, victims and even the Police as forms of:

- Discrimination / prejudice-based behaviour
- Harassment (eg racial harassment such as taunts, graffiti, gestures).
- Victimisation (where someone is treated unkindly and wrongly, having taken positive action)
- Assault (eg sexual assault or racially motivated assault)
- Harmful sexual behaviour from unwanted physical contact, harassment or sexually abusive comments and cyber-flashing, through to rape
- Hate crimes

4. Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied. These are some possible and typical signs the pupil is a victim of bullying:

- frightened of walking to or from school alone or around the campus
- does not want to go on the school bus
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- academic performance starts to slide
- comes home with clothes torn or books damaged without explanation
- has possessions which are damaged or "go missing".
- asks for money or starts stealing money (to pay bully); spends more than they should on their card in Tim' (College café) because they are being coerced to buy food for other pupils or give pupils their food
- has pocket money or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous or anxious when a message is received
- has to move out of the way if a particular person comes towards them

Any pupil who is worried about another pupil and thinks or observes they might be a victim of bullying, must talk to an adult, a prefect or a senior pupil. This is important on a number of levels. Firstly, by observing and doing nothing, pupils are, in effect, actually **contributing to the climate of isolation and fear that the perpetrator is able to exert on the victim**. Bullying normally happens in less governed physical and online spaces and so will not be seen by staff or senior pupils. We cannot assume others will intervene; all pupils in our schools must play their part in making our school communities self-regulating.

Secondly, we are a community which prides itself on its core values which include kindness. Helping the victim is the kind thing to do – doing something about the situation will stop the behaviour and therefore make the victim feel better. The need to SPEAK UP is also morally the **right thing to do** and ensures that the community within the Charity knows that our schools and culture will not tolerate this kind of behaviour; that staff will find out and that importantly, something **will always be done promptly** to stop the behaviour from happening.

Finally, by helping and taking positive action, witnesses will benefit both in terms of their own self esteem as well as making the community better for all.

5. Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying or treated unkindly, wrongly; no-one should suffer abuse. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

At our schools, everyone has rights and responsibilities, such as:

Rights

- To feel safe
- To be respected
- To be valued
- To be treated kindly
- To be included
- To learn to grow
- To enjoy the community

Responsibilities

- To respect yourself
- To respect others
- To support others
- To be kind and actively kind to others
- To include others
- To use common sense
- To help regulate the community by taking positive action

It is every pupils' responsibility to report any incident of bullying, whether it happens to them or someone else. We are SPEAKING UP schools. All reports will be taken seriously.

Remember that a culture of **SILENCE** and "sitting on one's hands" or by-standing is a bully's greatest weapon. Only with the information can staff do anything about it. Bullies can be quite clever and will seldom demonstrate bullying "out in the open" but will normally do so in less governed spaces, through less obvious means, including online.

Bullying-type behaviour can sometimes be masked under a lazy stereotype of "banter". "Banter" is not acceptable. "Banter" can easily be used as a mask by people to do or say unkind things to others and to make such behaviour "seem" acceptable almost on any level. Racism, sexism, homophobia and other prejudices can be wrongly passed off as "just a joke". In this way and without intervention cultures can become normalised then leading to ever more serious and unkind / abusive behaviour becoming seen as acceptable.

"Banter" is generally not a word used by victims / those on the receiving end. Sometimes the victim may be a magnet for unkindness from many separate sources where events taken individually may be relatively

insignificant, but taken together, the events combine to create an effect of genuine harm (either psychological or physical or both). Individuals who engage in this behaviour in such situations may be unaware of their part in the collective harm they are creating to an individual and especially if the behaviour becomes 'normalised'.

It is very important that the whole community of pupils, staff and parents is alert to these issues and we need to be prepared to do something about it as opposed to either doing nothing or joining in.

6. What should pupils do if they are witness to bullying?

- They should care enough to want to do something.
- They should put their wish for a kinder, safer school and their moral obligation to do what is right, ahead of their friendship with someone who goes around making other people's lives miserable.
- Remember that by doing something, a witness can help stop the behaviour, improve the culture and help the perpetrator become a better person.
- Take action when bullying occurs by challenging the behaviour and saying "leave him / her alone", or "that is not right". Everyone doing this at the "lower end" of unkind behaviour, stops behaviours getting worse and our community is better self-regulated.
- Report the incident as soon as they can to a member of staff. This is NOT being a snitch – it is upstanding for what is right, being courageous and taking a stand in protecting the vulnerable and regulating our community.
- Use a remote means of getting information to staff eg by email / Teams message or "bully box" or the online 'report a concern' icon (depending on school) to pass on the information.
- Offer support to the pupil being bullied. Make suggestions about handling it. Encourage them to get help through an adult, a prefect, a senior pupil or their family.
- If they do not seek help, tell an adult so that they can broach the subject with the victim and investigate.
- Be prepared to stand up for what is right and give honest and truthful evidence if a bullying issue is investigated. It is so important to SPEAK UP because bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving; they need to be made aware of their actions so that attempts can be made to help them change their behaviour and so the community can be made safer, kinder and nicer.
- **Everyone must play their part.**

7. What can pupils do if they are being bullied?

Pupils must recognise that they must also take positive action themselves and by doing so, this will help solve the problem and help regulate the culture. They should seek assistance and be assured that there are people who will help. They should have faith that the Charity schools will take the situation very seriously and will be determined, prompt, focused and resolute in its aim of making sure the bullying behaviour stops. A solution can take time but doing nothing is very unlikely to solve the problem – indeed the problem will almost certainly continue and may very well get worse. Bullying left unchecked can leave people in a potentially very serious state indeed.

There are a range of options for the victim:

- Be assertive, everyone has rights
- Avoid retaliating with physical or verbal aggression; use calm but assertive language if possible
- Build protection by establishing friends
- Talk to people with whom you feel comfortable. These may be friends, family, older pupils and those in positions of responsibility, staff, Hsm / HoJMS, Tutor, matron or nurse, School counsellor, the College Chaplain, any senior member of staff
- Use a remote means of messaging for help (eg 'report a concern' icon online)
- Don't accept it and do nothing

Parents may be the first people to be aware of their child being a victim. They may choose to encourage their child to raise the matter with a member of staff in the first instance and this can be beneficial in developing self-help, agency, empowerment and resilience in their child. However, they are advised to follow up and check directly with their child's Hsm / HoJMS after a few days, particularly if they become aware of a worsening situation or if they suspect their child has not communicated with the Hsm / Tutor / HoJMS.

Sometimes children try to convince their parents not to mention the problem to the school for fear the situation will get worse. It is very important that parents inform the relevant school of a problem / potential problem as soon as possible. School staff can then intervene promptly before things get worse for their child and potentially other children. Doing and saying nothing is not in the child's best interests.

8. What will the Charity schools do to respond to bullying?

Stopping violence and ensuring immediate physical safety is obviously our schools first priority but staff are very aware that emotional bullying can be more damaging than physical. Staff carefully investigate all cases of alleged bullying and have a duty to pass all possible cases on to the Head and senior staff as a matter of course.

All cases will be taken extremely seriously and dealt with promptly. To this end they will be properly investigated through talking to the pupils involved as well as witnesses to build up an accurate picture. Senior pastoral staff will be involved in order to discuss and agree on the best course of action, based on the benefit of experience whereby judgements can be made about each specific case.

Some cases of bullying can be trickier to solve than others, for example because the victim is socially unaware of some of the impact of their own behaviour, or because witnesses are hard to find. Some witnesses may be reluctant to pass on information during an investigation although this in itself, constitutes the wrong type of behaviour. All pupils have a duty to tell the truth in such disciplinary investigations and a failure to do so would be treated seriously. All that said, the good news is that in the vast majority of cases, owing to the nature of the community in which we live and work, an investigation normally leads to a clear and positive outcome for all concerned.

The response of the Charity schools will always depend on individual circumstances and situations. The aim is to change and improve behaviour over the short-medium term. With this aim in mind, a progressive range of sanctions would be typically employed until such times as lessons are learned. The progression of sanctions is focused on the perpetrator's behaviour. A perpetrator could progress up our sanctions system through a series of unrelated incidences involving different pupils.

Consequences are progressive and clear at our schools. As a general rule, the following progressive disciplinary response will be invoked in a situation where an investigation leads to a clear conclusion (**on the balance of probabilities**) of bullying having taken place and where fails to cease between stages. See below.

Importantly, the Hsm / Section head must be made aware of the continuing bullying behaviour before each stage is progressed – only by referrals coming forward can a progressive approach be taken which in our experience, improves behaviour. The approach will be explained to the victim so they feel they have ownership of the approach. Further investigations may be necessary between stages. Senior staff will be aware of all steps but will only be involved directly in latter stages as the situation escalates:

a. Hsm / HoJMS has a formal disciplinary meeting with the pupil and tells them that the unkind behaviour must stop, or it will be classified as bullying. This will be logged and parents will be informed by phone or sometimes, email. The response will also obviously attempt to examine why the behaviour is happening in an attempt to stop it. A typical sanction at this stage might be 1 hour of the pupils time spent on a reflective task and using educative discussions by relevant staff, either in house / tutor / section area or in HMO.

b. Hsm / HoJMS has a formal disciplinary meeting with the pupil and their parents in an effort to engender behavioural change. The situation is formally recorded as bullying on the Bullying Register (a document every UK school is required to maintain). The meeting is followed up with a formal letter from the Hsm / HoJMS, retained on file. Again, a serious attempt will be made to examine why the behaviour is happening and do something about this. A typical response at this stage might be a PBM at the College (Positive Behaviour Management – this is served for 1 hour where the pupil is asked to write a reflect account of their role and what action they need to take to bring about change which includes a meeting with a member of SMT) or an SLT detention at St Andrew's which will include a reflective piece of work.

c. Hsm and Deputy Head (Pastoral) has a meeting with the pupil and parents. Otherwise similar to stage b. but with an Internal Suspension as a sanction (College) or a short (1- 2 day External Suspension) for more

serious issues / incident.

d. Hsm and Second Master / HoJMS and Head of Pastoral Care have a meeting with the pupil and parents. Headmaster's PBM / StAs Headmaster's detention.

e. Hsm / and Second Master / Head of Pastoral Care and Headmaster have a meeting with the pupil and parents. Otherwise similar to stage b./c. but with a longer Suspension as a sanction – typically between 3 days and a full week.

f. A situation which thereafter continued would result in meetings with the Head, which could lead to a longer period of suspension or dismissal from the relevant school.

Any decision over whether to escalate sanctions and the level of "seriousness" on the pupil's record will depend on a range of factors which might include:

- The seriousness of the incident / series of incidents being investigated
- The level of integrity displayed through the investigation
- The date-gap between one event and another
- The type of incident

Particularly unkind / abusive / prejudiced behaviour and / or in situations where there is a significant age gap between victim and perpetrator, etc, could result in one or more any stage(s) being skipped. In more serious cases, the Police and / or Social Services could also be involved either formally or consulted informally (eg racist hate/abuse type incidences; those involving sexual assault). In any situation where a child is suffering or likely to suffer from significant harm, it will additionally be treated as a child protection concern (a form of child-child abuse).

The position on the disciplinary framework listed above remains with the pupil throughout their school career. There is no reduction in tariff / position through sustained good behaviour over a year, for example. That said, in supporting the perpetrator of any such incident, they are afforded every means of support and encouragement to amend their behaviour choices. To this end, the fact that they have got something wrong in the past does not affect their working relationship with key staff they need to support them.

Pupils moving from St Andrew's to the College should be aware that if they have behaved in such a way as to find themselves on this disciplinary framework, that this information will be passed to the College as a matter of routine. If their behaviour has been sufficiently unkind, grievous, unsafe and / or over a sustained period, their place at the College may well be at risk. The head of St Andrew's will make this clear to parents when they are looking at senior school options.

9. Recording

All incidences of poor behaviour are recorded on the relevant school database. Additionally, as with all schools, the Charity schools have a duty to record all significant incidences of bullying type behaviour. This recording process will work in tandem with the approach stated above – a series of escalated responses to engender behavioural change. As stated under the terms of this policy, the logging of this behaviour could be one significant act or a collection of unkind acts over time. If it was decided to record and / or escalate a pupil under the terms stated above, the pupil and parent would be informed at the time.

Importantly, the recording and escalation system is not a label to the pupil, but a clear statement of how seriously their behaviour choices are viewed and classified by the Charity schools.

10. Support

The Charity schools main aim, through dealing with cases of bullying, or cases which could lead to bullying if unaddressed, is to educate pupils how to behave responsibly and kindly. Sanctions are used, to make a response unambiguously clear and to encourage a correction.

Disciplinary measures are always applied fairly, consistently, and reasonably, taking account of any special educational needs or disabilities that the pupils may have, and taking into account the needs of vulnerable pupils. We always consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need additional support themselves.

Throughout any particular response and process, the victim and perpetrator will be supported, in order to achieve a sustainable solution. Restorative meetings may well take place if appropriate and can help perpetrators understand the human face of their actions (as opposed to dehumanising / anonymising them). Bullies act in the way they do most often because they are unhappy themselves – they choose to bully to try and make themselves feel stronger or better. The root of any support here will be to address the cause of that unhappiness. In terms of supporting the victim, they will need the reassurance and tangible reality of the bullying behaviour ceasing and steps will obviously need to be taken to build them back up. Others involved on the periphery of the situation will also need to be taught how their behaviour could have avoided the situation arising in the first place and how more timely intervention would have helped prevent what happened.

11. Further Help

If pupils or their parents wish to talk to someone, here are some contacts. They can be found on campus or contacted via Teams or email. Phone numbers are also included:

The College Chaplain <i>Rev Merceron</i>	01323 452317
The Medical Centre	01323 452345
The School Counsellors	07787 571 487 / 07941 411 587
College Headmaster <i>Mr Lawson</i>	01323 452320
College Second Master <i>Mr Symes</i>	07506 692 799
College Deputy Head (<i>Pastoral</i>) <i>Mrs Taylor-Hall</i>	07841 432 141
St Andrew's Headmaster <i>Mr Gregory</i>	07584 637783
St Andrew's Deputy Head <i>Mr Shouksmith</i>	07939 296793
St Andrew's Head of Pastoral Care <i>Mr Tomsett</i>	07495 682991

Also

Child Line	0800 1111
Youth Access	020 8772 9900

Parents may also find the following sources useful:

Family Lives (formally Bullying Online)	Family Lives
Kidscape	kidscape.org.uk
TeenTips wellbeing hub	The Wellbeing Hub
NSPCC	Helping Children Deal with Bullying & Cyberbullying NSPCC

See annexed Hackett model for a useful classification of behaviour.

See also annexed materials which have been used on a year-group / house basis:

- No Bystanders Pledge
- No [Bystanders Pledge with register](#)

This policy has been constructed with guidance from 'Safe to Learn: embedding anti-bullying work in schools' DfE; advice from 'Preventing and tackling bullying' DfE July 2017 and Keeping Children Safe in Education (current year edition) amongst other references shown below.

References

Internal

Charity:

- Searching and Confiscation Policy
- Staff code of conduct
- Safeguarding and child protection policy

Both schools but separately:

- School pupil behaviour policy documents (eg school rules)
- Online / e-safety policy suite
- Restraints Policy
- Equality, Diversity and Inclusion policy

External

- Keeping Children Safe in Education – current year edition Behaviour and discipline in schools - Advice for headteachers and school staff latest (2022) edition
- Preventing and Tackling Bullying; July 2017
- The Equality Act 2010: <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Special Educational Needs and Disability Act 2001: <https://www.legislation.gov.uk/ukpga/2001/10/contents>
- ISI Handbook for the Inspection of Schools - The Regulatory Requirements Current academic year edition
- Gov.uk / DfE - Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England – latest (2022) edition

Annexe 1: Hackett model of behaviour

Anti-Bullying Policy

Eastbourne College and St Andrew's Prep, Eastbourne

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A continuum of behaviours

It is vital for professionals to distinguish normal from abnormal sexual behaviours. Chaffin et al (2002, p208) suggest a child's sexual behaviour should be considered abnormal if it:

- occurs at a frequency greater than would be developmentally expected
- interferes with the child's development
- occurs with coercion, intimidation, or force
- is associated with emotional distress

Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

Normal

- Developmentally expected
- Socially acceptable
- Consensual, mutual, reciprocal
- Shared decision making

Inappropriate

- Single instances of inappropriate sexual behaviour
- Socially acceptable behaviour within peer group
- Context for behaviour may be inappropriate
- Generally

Problematic

- Problematic and concerning behaviours
- Developmentally unusual and socially unexpected
- No overt elements of victimisation
- Consent issues may be unclear

Abusive

- Victimising intent or outcome
- Includes misuse of power
- Coercion and force to ensure victim compliance
- Intrusive
- Informed consent

Violence

- Physical sexual
- Highly
- Instrumental violence physical or sexual to the
- Sadistic


Annexe 2: No Bystanders Pledge



Annexe 2: No Bystanders Pledge with Register



Policy Owner(s)

 Taylor-Hall GE

Policy Release

Policy Date

November 1, 2023

Next Review Date

May 1

Next Publication Date

June 1

Policy Distribution

Audience

Staff

External

Parent

Pupil

School

Eastbourne College

St Andrew's Prep

Area

Safeguarding

Pastoral