KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

2021 Anti-bullying Policy

Document Control

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Related Documents/Policies

Reference	Title
	Behaviour for Learning Policy (2021)
	Safeguarding Policy (2021)
	Digital Safety and Acceptable Use Policy (2020)
	PSHCE and RSE policy (2021)
	SEN Policy (2020)
	Suicide-Safer School Policy (2021)
	Self-harm Policy (2021)

Jane Glendenning (DSL) is responsible for reviewing and updating this procedure.

CONTENTS - please click on the headings below to find the section that you need

We will fulfil our local and national responsibilities as laid out and identified in the following documents:
The Education and Inspections Act 2006 (Sections 89, 90 and 91)
Education Act 2011
Children Act 1989
Equality and Human Rights Commission: Protected Characteristics (2020)
The Equality Act 2010
Children and Families Act 2014 (Part 3)
Keeping Children Safe in Education 2021
Working Together to Safeguard Children 2018
Protection from Harassment Act 1997
Malicious Communications Act 1988
Social Media - Guidelines on prosecuting cases involving communications sent via social media 2018
Public Order Act 1986
Special Educational Needs and Disabilities (SEND) Code of Practice
Bullying in UK schools - House of Commons Library
Bullying in England April 2013 to March 2018, November 2018. Department for Education (DfE)
Relationships education, relationships and sex education (RSE) and health education, 2020
Improving behaviour in schools, 2019. Education Endowment Foundation
Ditch the Label Annual Bullying Survey 2020
Schools of King Edward Trust Policies for staff: Selima Portal

AIMS AND VALUES

This policy will help staff to achieve the vision of the school, which is that the staff and Governors "are committed to the nurture and development of all those who learn here and seek to inspire all to be their best. We embrace the transformative power of education and value a love of learning and intellectual curiosity. We support all within the school to find, develop and enjoy their interests and passions. Our school offers vibrant extracurricular opportunities and participation is both valued and celebrated. We are a happy and caring school which values and takes pride in diversity and celebrates individuality.

Our purpose is developing students with empathy, understanding and appreciation for other views and opinions. We support the girls to develop friendships which will last long beyond their time here and empower them to grow into independent, strong women who are equipped with the flexibility and moral courage to deal with the challenges of the modern world."

We will endeavour to provide an environment where every student can feel:
● safe;
● healthy;
● able to enjoy and achieve;
● able to contribute to future economic well-being; and
● able to make a positive contribution.

STATEMENT OF PRINCIPLES

The Ditch the Label annual bullying survey 2020 highlights that bullying as a whole has increased by 25% in the past 12 months, with 1 in 3 having experienced bullying on online platforms; a third of bullied young people have had suicidal thoughts as a result of being bullied and half of all young people say bullying has had a huge effect on their mental health.
One in 4 have self-harmed and 1 in 2 young people say they have changed or hidden part of who they are to avoid getting abuse from others.
(The survey draws on experiences of 13,387 people aged 12-18.)

As the latest bullying survey suggests, bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

Therefore, to protect the rights of all students and to ensure that they have a safe and secure learning environment, King Edward VI Handsworth School for Girls will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate students and their ability to learn. If such a case arises, the staff at King Edward VI Handsworth School for Girls will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:
● identify students displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively; and
● keep all other students safe, happy and confident.

WHAT CONSTITUTES BULLYING?

"Even those not in that 'club' can be part of the problem too. Bystanders can be key to bullying; bullying rarely happens without an audience. The audience 'boosts' the bully's status and makes them feel more powerful. Ridiculing someone with no witnesses is only going to give them so much sense of reward, whereas putting someone down in front of a big group of other children is a totally different story, so the bystanders actually play a huge role in this."
(Jaana Juvonen, professor of developmental psychology at UCLA.)

So, theoretically, an entire class could be playing a role in maintaining a culture of bullying, even if only through bearing witness and not reporting it.

Clarification of terms

A bully is defined as someone who deliberately sets out to hurt another person on more than one occasion.

In order to be considered **bullying**, the behaviour must be unwanted, aggressive and include:
- **An real or perceived imbalance of Power**: people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition**: bullying behaviours happen more than once or have the potential to happen more than once.

Both those who are bullied and who bully others may have serious, lasting problems.

Bullying includes actions such as:
- making threats;
- spreading rumours;
- attacking someone physically or verbally;
- insulting someone for a particular reason e.g. aimed at certain groups, for example because of a protected characteristic such as their race, religion, gender; sexual orientation or because of more personal attributes such as size, hair colour, or physical appearance.

Evidence shows that teenagers are reluctant to acknowledge negative attitudes towards certain groups, but bias-based harassment and bullying still happens.

There is often confusion over the difference between **banter and bullying**. The Cybersmile Foundation and Instagram research study 'Banter or bullying' asked young people when they thought the line was crossed from banter to bullying. The majority of respondents stated it was when it upset the other person; made them feel scared or intimidated or when it becomes personal.

For more information follow this [link](#).

Types of bullying

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage.

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target. (Ditch the Label 2020 statistics - 86% of responders experienced this form of bullying.)

Social bullying, sometimes referred to as **covert/indirect bullying**, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying can include:
- lying and spreading rumours (Ditch the Label 2020 - 54% of responders experienced this form of bullying);
- negative facial or physical gestures, menacing or contemptuous looks;
- playing nasty jokes to embarrass and humiliate;
- mimicking unkindly;
- encouraging others to social exclude someone (Ditch the Label 2020 statistics - 89% of responders experience this form of bullying);
- damaging someone's social reputation or social acceptance.

False friendships: sometimes bullying isn't as straightforward as someone openly being horrible to another person. It can be much more complicated than that. There is such a thing as 'false friendships', where someone pretends to be a friend or is a 'friend' sometimes but actually uses their power to bully the other person.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Homophobic/Biphobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different. Find out more about Homophobic/Biphobic bullying from Bullying UK

Identity based bullying: children and young people are too often bullied in schools because of their (or family and friends') race, faith, gender, disability, sexual orientation or trans status, irrespective of whether those differences are real or perceived. All schools have to show due regard to the public sector equality duty (PSED). This means our school will actively consider this duty when reviewing evidence of bullying at school to ensure that efforts to prevent and tackle discriminatory bullying are targeted and effective. The PSED covers those with 'relevant protected characteristics': age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. Find out more about Identity based bullying from the Anti-bullying Alliance

Discrimination can come in one of the following forms:
- **direct discrimination** - treating someone with a protected characteristic less favourably than others;
- **indirect discrimination** - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage;
- **harassment** - unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them;
- **victimisation** - treating someone unfairly because they've complained about discrimination or harassment.

Race and Faith targeted bullying is bullying that is perceived by the victim or any other person to be racist or bullying that targets a person's faith. All incidents of racist bullying constitute a racist incident. However not all racist incidents would constitute racist bullying. Find out more about Race and Faith targeted bulling from the Anti-bullying Alliance

SEND bullying: disabled children, those with SEN, or students who have friends or family who are disabled or have special education needs, are more likely to experience bullying in school. Find out more about SEND bullying from the Anti-bullying Alliance

Sexual bullying is any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls – although it is more commonly directed at girls. It can be carried out to a person's face, behind their back or through the use of technology. Find out more about Sexual bullying from Beyond bullying

Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans, or because they have friends or family who are, but can also affect those questioning their gender identity as well as students who are not trans but do not conform to gender stereotypes. Find out more about Transphobic bullying from Beyond bullying

Hate crime: there is no legal definition of a hate crime. However, the police and the CPS have an agreed definition of hate crime as: any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.

Cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target someone. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively

than they might face-to-face. The police do, however, have the powers and the technology to trace IP addresses and when, where and how inappropriate messages are sent. <u>Find out more about Cyber bullying from ChildLine</u>

Cyberbullying impacts
An academic review of literature on self-harm, suicidal behaviours and cyberbullying involving children and young people resolved that 28 of the 33 reviewed studies identified some form of negative association between cybervictimisation and suicidal behaviour. To a lesser extent, preparators of cyberbullying were also at risk of suicidal behaviours and thoughts compared to non-preparators and victims. The review's findings were that cyberbullying victims were 2.35 more likely to self-harm compared to the rest of the population, 2.57 times more likely to attempt suicide, and 2.15 times more likely to have suicidal thoughts.

Types of cyber-bullying
The Ditch the Label annual bullying survey 2019 found that 1:4 young people now have anticipatory anxiety about being abused online. This could take the form of:
- **Flaming/trolling:** online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged. The aim of flaming is to cause reactions and people often get enjoyment from the victim's distress.
- **Catfishing**: creating fake profiles on social network sites, apps and online.
- **Denigration:** putting unkind online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities. This is a form of indirect bullying.
- **Outing/exposing:** sharing or coaxing someone into revealing secrets online including private information, pictures, and videos. Usually involves screenshotting and forwarding to others.
- **Trickery:** tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** repeated messages that include threats of harm, harassment, intimidation or engaging in other online activities that make a person afraid for their safety.
- **Online sexual harassment**: sending unwanted images or messages of a sexual content. This could include trying to persuade someone into returning images of themselves and/or doing something they are not comfortable with.
- **Conducting an Internet poll about the victim.** Questions in the poll may vary including everything from who is ugly and who smells to who is fat.
- **Sending viruses, spyware or hacking programs** to the victim in order to spy on the victim or control their computer remotely.
- **Using a camera phone to video** and later share a bullying incident; downloading a video of something humiliating and posting it to YouTube in order to allow a larger audience to view the incident; sharing a video via mass e-mail or text messaging to humiliate and embarrass the victim.
- Creating an incident that causes another person to become upset or emotional and then record the incident. This type of activity is often referred to as **cyberbaiting.**
- **Engaging in Subtweeting or Vaguebooking**: posting tweets or Facebook posts that never mention the victim's name, yet the victim, the bully and often a larger audience know who the posts are referencing.
- Using subtle posts and tweets to **fuel the rumour mill** while avoiding detection by teachers, administrators, and parents.

All young people have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour for Learning Policy and School Pastoral Procedures.

Actions NOT considered to be bullying:
- not liking someone;
- being excluded;
- accidentally bumping into someone;

- making other students play things a certain way;
- a single act of telling a joke about someone;
- arguments or isolated acts of harassment, aggressive behaviour, intimidation, or meanness: or
- expression of unpleasant thoughts or feelings regarding others.

REASONS FOR BULLYING

Some reasons why young people might bully someone include:
- they think it's fun, or that it makes them popular or cool;
- they feel more powerful or important, or they want to get their own way all the time;
- they feel insecure or lack confidence or are trying to fit in with a group;
- they are fearful of another person's differences;
- they are jealous of another student;
- they are unhappy; or
- they are copying what they have seen others do before, or what has been done to them.

PREVENTION

Our school has created an ethos of good behaviour whereby students treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other students, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older students who set a good example to the rest.

The Headmistress will set the school climate of mutual support, inclusivity, and praise for success, thus making bullying less likely. When students feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

All our students understand our school's approach and are clear about the part they can play to prevent bullying, including when they should be upstanders not bystanders. In line with our safeguarding policy, procedures and training, students are supported by staff to report bullying so that they are assured that they will be listened to and incidents acted on. Students also know that the school will implement disciplinary sanctions and that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable and that their behaviour is wrong.

We do our best to create an inclusive atmosphere in school by encouraging open discussions about the differences between people that could motivate bullying, such as religion; ethnicity; disability; gender; sexuality; appearance related difference; different family situations, children being in the care system; or those with caring responsibilities. We also teach our students that using any prejudice based language is unacceptable.

Data from the Office for National Statistics' Annual Crime Survey identified that some groups who were more likely to report being bullied included:
- young people with special education needs and disabilities, or a long-term illness;
- those living in the most deprived areas, living outside of London, or in one-parent households;
- those who had truanted within the last 12 months.

These young people are often the same young people who might need greater support to deal with the impact of bullying. In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces.

STRATEGIES TO REDUCE BULLYING

King Edward VI Handsworth School for Girls has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:
● the consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others and that violence has no place at our school;
● tackling prejudice and promoting empathy and understanding for others through awareness and education of the Equality Act 2010 and protected characteristics including challenging the word 'gay' and other homophobic language, 'banter' and racist language and instilling a collective understanding of the power of words which can cause harm to others if used in the wrong way;
● using screening software to monitor offensive and inappropriate language used in all documents, emails and websites and taking immediate action to investigate further;
● teaching students to self-regulate their behaviour and encourage them to self-reflect following inappropriate behaviour;
● having effective recording systems including CPOMS, Smoothwall and SIMS;
● having a clear policy of mobile phones not permitted to be in use during school hours;
● staff modelling appropriate moral conduct and expect students to develop an understanding that they should not engage in bullying behaviour because it is not the right thing to do, rather than just because they are told not to do;
● staff rewarding positive behaviour and attitudes;
● training Pupil Wellbeing Leads in school so pupils can speak to their peers and seek advice;
● MeeTwo app details shared with all pupils if they wish to discuss concerns anonymously with mentors and advisors from outside school;
● taking part in initiatives such as Anti-Bullying Week;
● through the PSHCE curriculum in Year 7; Year 8; Year 11; Year 12 and 13 including discussion and exploration of bullying issues with students and through pupil voice;
● celebrating student's backgrounds, faiths and cultures through assemblies, form time and the curriculum;
● raising awareness of cyber bullying and teaching students to safely use technology (including mobile phones, email, internet);
● working with multi-agency teams including police and children's services as appropriate;
● contacting the parents of both the student being bullied and the bully;
● sharing information with parents via the Parent Zone and Parent Info link on the school website and also at key events during the year, e.g. Year 7 Welcome Evenings and annual Online Safety workshops open to all parents.

THE IMPACT OF BULLYING

The 2020 Ditch the Label annual bullying survey of over 13,000 young people found 63% of respondents said there was a moderate to extreme impact on their mental health. 23% of all respondents said the impact was extreme.

Jarah Koomson, Ditch the Label Chairperson and Psychotherapeutic Counsellor and Coach states that the profession are seeing increased self-referrals for therapeutic support to deal with the impact of bullying and with keeping up appearances online to avoid being further targeted.

For those young people who had been bullied within the past-12 months the impact on them is a:
● 72% moderate to extreme impact on their self esteem;
● 67% moderate to extreme impact of their optimism and positivity;
● 46% moderate to extreme impact on their ambition for the future;
● 72% moderate to extreme impact on their confidence;
● 51% moderate to extreme impact on their studies;
● 67% moderate to extreme impact on their social life;
● 46% moderate to extreme impact on their home life.

ROLES, RESPONSIBILITIES, PROCEDURES AND ADVICE IF YOU HAVE CONCERNS:

- **INFORMATION FOR STAFF AND GOVERNORS**

- **INFORMATION FOR PUPILS**

- **INFORMATION FOR PARENTS**

MONITORING, EVALUATION AND REVIEW

This policy will be promoted and implemented throughout the school.

The DSL will ensure that accurate records of all incidents of bullying are logged on SIMS and CPOMS and reported to the Governors termly. Bullying data will be analysed by the DSL who will review this policy to assess its implementation and effectiveness and re-design further strategies to improve procedures if necessary.

It is the responsibility of the Headmistress to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The Headmistress can also report to the Governing Body about the effectiveness of the Anti-bullying Policy on request.

The Governing Body will monitor incidents of bullying that do occur, and review the effectiveness of this policy and the school's anti-bullying strategies annually. The Governing Body supports the Headmistress in all attempts to eliminate bullying from the school. The Governing Body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the Chair of Governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.