



# KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

## 2023-24 Anti-bullying Policy

### Document Control

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<b>Authorised by:</b>		<b>Sign and Date:</b>	

### Related Documents/Policies

Reference	Title
	All policies to be found: <a href="https://kingedwardvi.bham.sch.uk/about-our-school/safeguarding/">https://kingedwardvi.bham.sch.uk/about-our-school/safeguarding/</a> Behaviour for Learning Policy
	Safeguarding and Child Protection Policy
	Sexual violence and harassment policy
	Online Safety Policy

	PSHCE and RSE policy
	Positive Mental Health and Wellbeing Policy
	Mobile Phone Policy
	SEN Policy
	Suicide-Safer School Policy
	Self-harm Policy

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

**Please note that this and all other safeguarding and pastoral policies have been created with stakeholders in mind.**

**Policies are compliant with our legal and statutory guidance and adhere to best practice; however, they are laid out in a way that is accessible to those for whom the policies are intended: school staff and governors; students and parents. Please click on the headings/links in the contents table below/throughout the documents to take you to the section(s) you require.**

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

<b>AIMS AND VALUES</b>	<b>4</b>
<b>STATEMENT OF PRINCIPLES</b>	<b>4</b>
<b>WHAT CONSTITUTES BULLYING?</b>	<b>4</b>
● Clarification of terms	5
● Types of bullying	5
● Prejudiced Behaviour	6
● Cyber-bullying	6
● Cyberbullying impacts	7
● Types of cyber-bullying	7
● Actions NOT considered to be bullying:	7
<b>REASONS FOR BULLYING</b>	<b>8</b>
<b>PREVENTION</b>	<b>8</b>
<b>STRATEGIES TO REDUCE BULLYING</b>	<b>9</b>
<b>THE IMPACT OF BULLYING</b>	<b>9</b>
<b>ROLES, RESPONSIBILITIES, PROCEDURES AND ADVICE IF YOU HAVE CONCERNS:</b>	<b>10</b>
● INFORMATION FOR STAFF AND GOVERNORS	10
● INFORMATION FOR PUPILS	10
● INFORMATION FOR PARENTS	10
<b>MONITORING, EVALUATION AND REVIEW</b>	<b>10</b>

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

The Equality Act 2010

[Children and Families Act 2014 \(Part 3\)](#)

[Keeping Children Safe in Education](#)

[Working Together to Safeguard Children](#)

[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](#)

[Education Endowment Foundation](#)

## AIMS AND VALUES

This policy will help all stakeholders 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 are a happy and caring school which values and takes pride in diversity and celebrates individuality. Our purpose is to nurture students who have empathy, understanding and appreciation for other views and opinions. We support students to develop friendships which will last long beyond their time here and empower them to grow into independent people who are equipped with the moral courage to stand up for what is right.

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.

Like academic progress, personal, social and emotional development happens over time. As a school we are committed to putting the student at the centre of developing their progression into adulthood. As a result of this, there will sometimes be difficult decisions to make based on behaviours and actions chosen by a child. We are fully committed to working collaboratively with the family, using our best endeavours, to support the child in seeing how their behaviours can affect others and also influence the person they want to become into adulthood. In order to do this effectively, we would ask for the full support of the family, this can only be done by working collaboratively and in good faith that the decisions made by the school in responding to a situation will be in the best interests of the child. Any decision to sanction inappropriate behaviour will be made using professional judgement and experience, and with knowledge of the individual needs of the child/children concerned.

## EDI Statement

We celebrate diversity and value fairness and equal treatment for everyone at the school regardless of their race, age, ethnicity, religion, sex, sexual orientation or disability. We promote equality through our rich and diverse curriculum, equipping students with the skills, knowledge and understanding to succeed in a diverse world outside and beyond school. We challenge discrimination in all its forms so that all members of the school community feel safe and valued.

### Unconscious Bias Key definitions:

There are two types of bias:

1. **Conscious bias** (also known as **explicit** bias) and
2. **Unconscious bias** (also known as **implicit** bias)

**Conscious bias** is an inclination or prejudice for or against one person or group, especially in a way considered to be unfair.

**Unconscious bias** is implicit bias. It is unintended and subtle, based on unconscious thought. People may have unfair beliefs about others but not be aware of them. Typically unconscious bias happens involuntarily without any awareness or intentional control. Everyone holds unconscious beliefs about various social and identity groups.

Under the 2010 Equality Act, it is unlawful to discriminate against people because of nine areas termed in the legislation as protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership

- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

### **How to overcome unconscious bias**

- Be aware of unconscious bias.
- Don't rush decisions, rather take your time and consider issues properly.
- Justify decisions by evidence and record the reasons for your decisions
- Ensure that everyone knows what kind of behaviour is expected of them.
- Ensure that everyone knows how to report prejudice related incidents.
- Encourage people to work with a wider range of people and get to know them as individuals.
- Focus on the positive behaviour of people and not negative stereotypes.
- Employers should implement policies and procedures which limit the influence of individual characteristics and preferences.

### **OUR VISION FOR WELLBEING**

As a school, in order to prioritise and be committed to the wellbeing of all members of our school community, staff and students are committed to the development of resilience through connectedness, kindness and compassion.

Through the values, ethos and culture we advocate every day in line with our school vision, we aim to develop and nurture students and colleagues with sensitivity and mutual respect.

The quality of social relationships, both with peers, family, and other trusted adults is important for the mental health and wellbeing of children and young people. A range of evidence indicates the importance of supportive peer relationships and inclusion for good wellbeing, and conversely, the risk of bullying, discrimination, poorly developed friendships or peers who are not supportive results in poor wellbeing (Moore et al., 2017; Patalay & Fitzsimons, 2016; Scottish Government, 2020).

### **STATEMENT OF PRINCIPLES**

The most recent Ditch the Label annual bullying survey 2020 highlighted that 1 in 3 of respondents 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. Bullying 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?

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:

- **A 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 became personal.

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

### Bystanders

Bystanders are people who witness bullying. Bystanding behaviour includes:

- assistants who join in and assist the bully;
- reinforcers who do not actively attack the target but give positive feedback or encouragement to the bully, providing an audience by laughing and making other encouraging gestures;
- outsiders who stay away, not taking sides with anyone or becoming involved, but allowing the bullying to continue through their 'silent approval';
- defenders who show anti-bullying behaviour.

Bystanders are clearly a crucial group who can be complicit in allowing bullying behaviour to continue. Where bystander behaviour has shown to influence the continued bullying of a student or students in the school, the school Behaviour for Learning sanctions will be implemented.

### Upstanders

Upstanders show anti-bullying behaviour, comforting the target, taking sides with them and trying to stop the bullying. Upstanders are a crucial group in preventing and stopping bullying in society.

### 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.

**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 persists over time and can include:

- lying and spreading rumours;
- negative facial or physical gestures, menacing or contemptuous looks;
- playing nasty jokes to embarrass and humiliate;
- mimicking unkindly;
- encouraging others to socially exclude someone;
- 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 bullying](#).

**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](#)

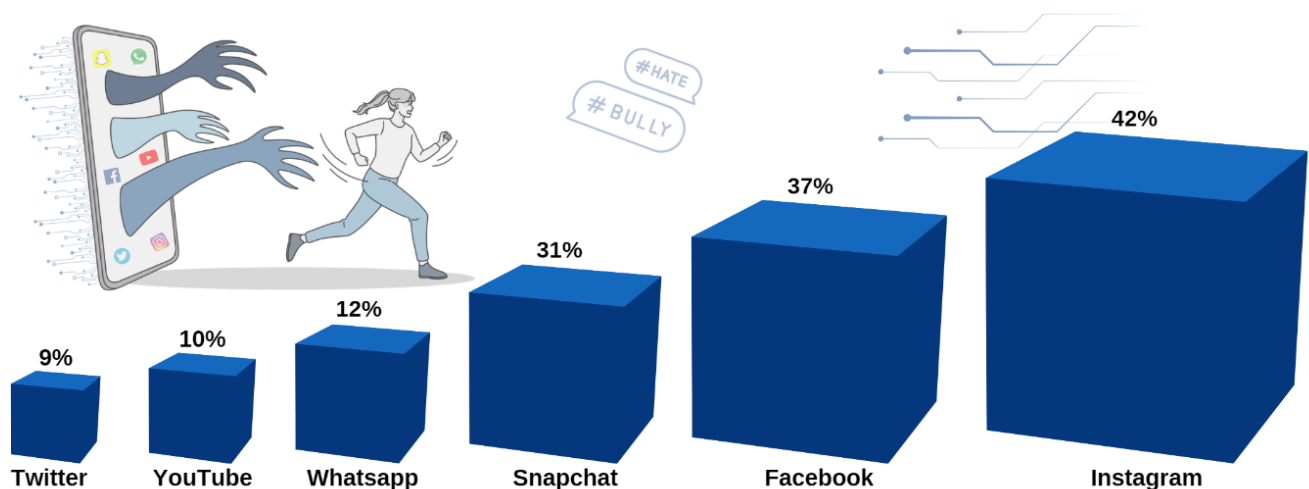
**Hate crime:** there is no legal definition of a hate crime. However, the police and the Crown Prosecution Service have an agreed definition of hate crime as: any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race 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. You can report a hate crime here: [Report a hate crime](#)

### Cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Snapchat, Twitter or TikTok 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. [Find out more about Cyber bullying from ChildLine](#)

"Greater use of smartphones, social media and networking applications means online bullying can follow a child anywhere they go. Using new data from the crime survey we can see that around 1 in 5 children between the ages of 10 to 15 had experienced some form of online bullying in the previous 12 months ... and whilst this data was collected before the coronavirus pandemic, children's isolation at home and increased time spent on the internet is likely to have had a substantial impact on the split between real world and cyber bullying." Sophie Sanders from the Office for National Statistics Centre for Crime and Justice.

## Where are People Cyberbullied?



[Broadband Search](#)

### 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.



- 25% of teenagers have had an online bullying experience that resulted in a face-to-face confrontation;
- 13% reported cyberbullying made them concerned about going to school the next day;
- 8% reported having physical altercations with someone because of something on a social network.

### Types of cyber-bullying

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.
- **Fake Profiles:** cyberbullies can set up fake online profiles on behalf of victims. They can use these profiles to publish false content in their victims' names without the victims' consent.
- **Catfishing:** a cyberbully exploits a victim's emotions. A cyberbully attempting to catfish a victim creates a fake online identity and pretends to be someone else. The bully can then engage with a victim using this false identity and build an online romance. Over time, the victim may trust the online user and share sensitive information with the individual. Then, the cyberbully can use this information to embarrass the victim and damage their reputation or expose them.
- **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.
- **Doxing** or doc-dropping, is when a cyberbully maliciously shares personal data about an individual online that wouldn't normally be publicly known to harass or intimidate a victim. This includes personal information such as someone's home address or school they attend.
- **Fraping** occurs when a cyberbully uses a victim's social media accounts to post inappropriate content with the victim's name attached to it. In this scenario, the victim is tied to online content that can damage their reputation.
- **Dissing:** a cyberbully disses a victim by spreading cruel information about them. The bully does so via public posts or private messages, with the intent of damaging the victim's reputation or relationships with 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 email 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:**

- single episodes of social rejection or dislike;
- accidentally bumping into someone;
- making other students play things a certain way;
- a single act of telling a joke about someone;
- mutual arguments, disagreements or fights;
- isolated acts of harassment, aggressive behaviour, intimidation, or nastiness or spite: or
- expression of unpleasant thoughts or feelings regarding others.

Although bullying in itself is not a specific criminal offence in the UK, gov.uk sets out bullying incidents that should, where discovered, be [reported to the police](#) because they are illegal. These include:

- violence or assault;
- theft;
- repeated harassment; intimidation; or communications, e.g. name calling, threats and abusive phone calls, emails or text messages under the Protection from Harassment Act 1997, [the Malicious Communications Act 1988](#), the Communications Act 2003, and the Public Order Act 1986;
- hate crimes.

#### **THE PSYCHOLOGY OF BEING BULLIED (Ditch the Label)**

Most frequently, those who bully others are looking to gain a feeling of power, purpose and control over you. The easiest way of doing this is to focus on something that is unique about a person – either preying on or creating a new insecurity with an intent to hurt someone either physically or emotionally.

What happens is the people experiencing bullying, start to internalise it and become self-critical. The target wants to understand the reasons why they are being targeted and start to blame themselves. As a result, the target tries to change or mask that unique characteristic in order to avoid bullying. It may be by dying their hair, bleaching their skin, dating people they aren't interested in and covering up their bodies like they are something to be ashamed of.

It starts to affect behaviour and the ways in which we see ourselves, which in turn, can go on to impact both mental and physical health. The way we see bullying is all wrong. It isn't because we are different in some way.

#### **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 Headteacher 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 and Child Protection 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.

The Anti-bullying Alliance says that children and young people who are refugees are significantly more likely to experience bullying, and has created [resources](#) to help raise awareness about their experiences and provide advice about how schools can support them. Top tips include challenging discriminatory language, encouraging vigilance amongst staff and students, and ensuring staff are confident to respond to bullying with regular training.

The Department for Education State of the Nation 2022: children and young people's wellbeing research report (February 2023) found that secondary-age children with SEN/SEND were more likely than those without SEN to report having been a target of bullying in the previous 12 months. Rates of bullying victimisation were also higher for those eligible for free school meals compared to those not eligible for free school meals (DfE, 2022e)

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:

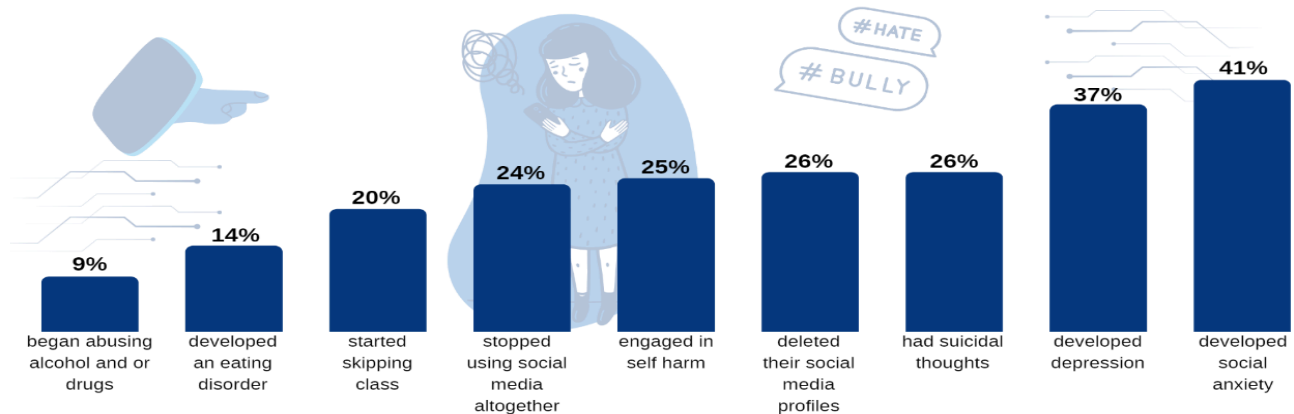
- the consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others and that violence has no place at our school;
- tackling prejudice and promoting empathy and understanding for others through awareness and education of the Equality Act 2010 and [protected 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, unless under the supervision of staff in Key Stage 4 and Key Stage 5;
- staff modelling appropriate moral conduct and expecting 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;

- Year 12 Form Prefect peer modelling within form time to demonstrate expected standards;
- staff rewarding positive behaviour and attitudes;
- training Pupil Wellbeing Leads in school so pupils can speak to their peers and seek advice;
- Young Wellbeing Leads are a groups of trained individuals that seek opportunities to develop the positive culture of our school, they model effective behaviour and provide support and guidance for their peers;
- Young Wellbeing club to support pupils in developing friendships;
- Tellmi app and Kooth details shared with all pupils if they wish to discuss concerns anonymously with mentors and advisors from outside school;
- Targeted intervention created for whole year groups during drop down days based on CPOMS and SIMs data and pupil voice;
- taking part in initiatives such as Anti-Bullying Week;
- A broad and balanced 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 Birmingham Safeguarding Children Partnership as appropriate; termly multi-agency meetings held with SENDCo and external professionals for our most complex SEND students to encourage a collaborative approach to support;
- 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, weekly bulletins and also at key events during the year, e.g. Year 7 Welcome Evenings and annual Online Safety workshops open to all parents.
- Recognising that students with SEND could also be classed as more vulnerable to bullying than other students. SENDCo to roll out delivery of face to face assemblies Y7-Y11 on the theme of 'SEND and Acceptance'.
- Encouraging students to understand and explore aspects of Neural-Divergence by attending a lunch club called 'Outside the Box'.
- Working closely with charities such as Anna Freud National Centre for Children and Families supporting students who have been bullied with their mental wellbeing.
- Pupil planners and Google Classrooms display advice on where pupils can seek help, including details of confidential helplines and websites connecting to external specialists, such as Childline, Young Minds and Samaritans.

## **THE IMPACT OF BULLYING**

Data from America released on 5 May 2023, shows that students are almost twice as likely to attempt suicide if they have been cyberbullied and 37% of bullying victims develop social anxiety.

## Issues Kids Feel Result From Cyberbullying



Broadband Search

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

The linked [flow chart](#) simplifies the procedures that we follow in school if staff are alerted to a bullying incident, but for further, detailed information please follow the links below.

- [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 Headteacher 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 Headteacher 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 Headteacher 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.