



**KING EDWARD VI
FOUNDATION
BIRMINGHAM**

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**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

Educational excellence for our City

Anti-Bullying Policy

Responsible Board/Committee	Education and Welfare Committee
Policy Type	School
Policy Owner	Emma Jones Assistant Head and DSL
Statutory	Yes
Publish Online	Yes
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Last Review Date	October 2024
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Next Review Date	
Expiry Date	
Version	

Key Contact Personnel

Member of SLT responsible for the policy: Emma Jones

Designated Safeguarding Lead: Emma Jones

Named Governor with lead responsibility: Matt Trevor

This policy adheres to the following DfE guidance:

“Preventing and Tackling Bullying” July 2017 “[Keeping Children Safe in Education](#)” (Sept 2022*)

*[Sexual violence and sexual harassment between children in schools and colleges](#)”. May 2018 The DSL has also read Childnet’s “[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)”.

The DSL and Agents for Change (Students) have also worked alongside Equaliteach to produce this policy.

We have also paid due attention to the DfE research into anti-bullying practices:

www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying

*Draft version (at time of writing)

1. Policy objectives:

This policy outlines what King Edward’s Handsworth School for Girls will do to prevent and tackle all forms of bullying

The policy has been adopted with the involvement of the whole school community

The school is committed to developing an anti-bullying culture where the bullying of any member of our community is not tolerated in any form.

2. Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

Behaviour for Learning policy

Complaints policy

Safeguarding policy

PSHCE and RSE

Sexual violence and harassment policy

Positive Mental Health and Wellbeing Policy

SEN Policy

Mobile Phone Policy

Online Safety Policy

3. Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

The Education and Inspection Act 2006, 2011

The Equality Act 2010

The Children Act 1989

Protection from Harassment Act 1997

The Malicious Communications Act 1988

Public Order Act 1986

4. Responsibilities

It is the responsibility of:

The Headteacher to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the Senior Leadership Team has been identified to take overall responsibility for the implementation of the policy.

Governors to take a lead role in monitoring and reviewing this policy.

All staff to support, uphold and implement this policy accordingly.

Parents/carers to support their children and work in partnership with the school.

Pupils to abide by and contribute to implementing the policy

5. Definition of bullying and conflict

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 is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

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](#).

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).

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.

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](#)

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.

6. Signs of bullying

Being bullied has been consistently identified as one of the key risk factors for poor wellbeing and mental ill-health across multiple studies. All forms of bullying cause psychological, emotional and physical stress. Each person's response to being bullied is unique, however some signs that may point to a bullying problem are:

- defensive body language;
- avoiding eye contact;
- irrational behaviour, crying, changes in personality or extreme reactions;
- inability to effectively communicate;
- depression and anxiety;
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness;
- loss of interest in activities you used to enjoy;
- unexplainable injuries;
- lost or destroyed clothing, books, electronics, or jewellery;
- frequent headaches or stomach aches, feeling sick, faking illness or always seeming to have a 'phantom illness';
- changes in eating habits, like suddenly skipping meals or binge eating;
- difficulty sleeping or frequent nightmares;
- declining grades and loss of interest in schoolwork;
- truanting or refusing to go to school;
- sudden loss of friends or avoidance of social situations; and
- self-destructive behaviours such as emulating negative behaviour displayed by other you, running away from home, drug or alcohol abuse, engaging in risky sexual behaviour, harming themselves, or talking about suicide.

7. How do we respond to bullying at King Edward's Handsworth School for Girls?

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.

Proactive

- 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 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;
- Peer mediators offer support to mediate between low level conflict;
- 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 school landing page 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 school community will:

- Train all staff to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school council, wellbeing senior prefects and wellbeing reps
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem particularly through the CSG curriculum
- Ensure appropriate action is taken when an allegation of bullying is made through a thorough investigation including their Head of Year and, where necessary, the Senior Leadership Team as outlined in section 8
- Support students who have been the victim of bullying through reassurance, ongoing support with the Pastoral team, including with their Head of Year and, where necessary, additional external support
- Support students who have demonstrated bullying behaviours through reassurance, ongoing support with the Pastoral team, including with their Head of Year and, where necessary additional support. Sanctions in line with the School's Behaviour

Policy will be put in place

Reactive

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with within 24 hours depending on the form of bullying, by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm.
- The Designated Safeguarding Lead (DSL) or DSL trained staff will interview all parties involved.
- The DSL will be informed of all bullying issues.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with the safeguarding policy.
- Sanctions, as identified within the school behaviour policy, and support will be implemented.
- A student will be expected to carry out some restorative task that encourages them to reflect on their behaviour. This may also include some mediation work but this can only happen if the family of the victim consents to this arrangement.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or Birmingham Children's Trust, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), and is brought to our attention, the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. This will be recorded in the serious breaches log.
- The PAL will check in with both victim and perpetrator within three working days of the incident being resolved. Subsequent check-ins will take place the following week and a fortnight later. Victim to know to report any subsequent concerns to any member of staff.

When responding to cyberbullying concerns, the school will act as soon as an incident has been reported or identified. Then:

- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying

activity to assist any investigation.

- Take all available steps where possible to identify the person responsible.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. We will take due regard of guidance in DfE '[Searching, screening and confiscation at school](#)' and [Childnet](#) cyberbullying guidance
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.

All pupils involved in a bullying incident will be supported through the school and, if appropriate, through outside agencies.

For further guidance on recognising unacceptable behaviour in School please refer to:

- Staff Handbook
- Safeguarding & Child Protection Policy
- Whistleblowing Policy

8. Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The DSL will report on a regular basis to the governing body on incidents of bullying, including outcomes

9. Useful links and supporting organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk
The Diana Award: www.diana-award.org.uk
Victim Support: www.victimsupport.org.uk
Young Minds: www.youngminds.org.uk
Young Carers: www.youngcarers.net
The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools
SEND
Changing Faces: www.changingfaces.org.uk
Mencap: www.mencap.org.uk
Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

Childnet: www.childnet.com
Internet Watch Foundation: www.iwf.org.uk
Think U Know: www.thinkuknow.co.uk
UK Safer Internet Centre: www.saferinternet.org.uk
The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

Anne Frank Trust: www.annefrank.org.uk
Kick it Out: www.kickitout.org
Report it: www.report-it.org.uk
Stop Hate: www.stophateuk.org
Tell Mama: www.tellmamauk.org
Educate against Hate: www.educateagainsthate.com
Show Racism the Red Card: www.srtrc.org/educational

LGBT

Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
Metro Charity: www.metrocentreonline.org
EACH: www.eachaction.org.uk
Proud Trust: www.theproudtrust.org
Schools Out: www.schools-out.org.uk
Stonewall: www.stonewall.org.uk
Sexual harassment and sexual bullying
Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-

posters

Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual