



KING EDWARD VI
SCHOOL LICHFIELD

Anti-Bullying Policy

Ratified by governors on:	5 th October 2017
To be reviewed:	Autumn 2020
To be reviewed by:	Assistant Headteacher
Ratified by:	Student & Staff Welfare Committee

Our Aims & Values

We want everyone in school to develop to their full potential; it is our job to ensure that students leave us as confident, life-long learners who have a strong sense of responsibility for themselves and for others.

We are a learning community with a positive, inclusive and friendly environment where we take the time to get to know our students so we can support their learning and their personal development. We seek to develop a strong partnership between students, parents and the school to enable this to take place. We encourage all stakeholders to involve themselves in the wider life of the school and its community.

Our overriding aim is to provide the highest quality education for all students. Our commitment is to help each young person to make the most of their abilities, building their character and developing their life skills. Students are challenged to do their best and are supported to ensure that they make good progress. In return we expect a commitment to high standards of effort and behaviour.

This policy has been developed by staff and students, and is reviewed every two years as part of the school's commitment to receive official accreditation by the Anti-Bullying Pledge Scheme. The school seeks the views of students, staff, parents and governors through various means including student voice activities, school council, the anti-bullying group and online questionnaires.

It is published on the school website for the benefit of students, parents, staff and governors. It also forms part of our on-going anti-bullying work, where students engage with sections of the policy throughout the academic year, and particularly during Anti-Bullying week (in November).

This policy, alongside the school's Behaviour for Learning policy, reflects the requirements of Section 89 of the Education and Inspections Act 2006, by having clear measures in place to encourage good behaviour and prevent all forms of bullying amongst students. It also takes account of the Equality Act 2010, which requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act

- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Protected characteristics include: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Our Ideal school

We want our school to be a safe place where people feel able to express their individuality without judgement. Everyone has the right to feel secure.

Proactive measures to prevent bullying

An inclusive and supportive ethos underpins all of our work in the school. This provides a platform for developing a caring community in which all can feel safe and included. Issues related to bullying, such as friendship, tolerance, kindness and respect are discussed regularly in assemblies, as well as in form time, tutor periods and in Religious Studies lessons.

Sixth-form mentors work with our younger students who may be struggling with feeling part of the community.

Spaces are identified in school for students to spend their social times away from the busier places in school.

Staff are deployed on duty at break and lunchtimes in such a way as to ensure good supervision across the school site in order to reduce the potential of bullying incidents. CCTV is employed to increase the capacity to monitor all areas of school site.

Students are taught about the need to look out for signs of bullying, and to support each other by reporting anything of concern to a member of staff.

Definition of bullying

“Bullying is behaviour by an individual or group, often repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

It might be motivated by actual differences between children, or perceived differences.

In summary, the four main kinds of bullying include: Physical, Verbal, Non-verbal, and Cyberbullying.

- **Physical** – hurting a person’s body (e.g. shoving, poking, throwing things, spitting, slapping, choking, punching, kicking, beating, stabbing, pulling hair, biting, scratching, scraping, pinching, threatened violence, or damaging possessions)
- **Verbal** – saying or writing mean things (e.g. name calling including homophobic language, taunting, nasty teasing, insults, spreading malicious gossip)
- **Non-verbal** – often accompanies physical or verbal bullying. (e.g. rude gestures, ignoring/excluding/isolating a student)

- **Cyberbullying** – involves using social media and the internet to spread rumours or post pictures/videos or fake websites/profiles. Also involves sending malicious emails or text messages on mobile phones.

At King Edward VI School we are committed to addressing any incident of bullying that occurs. This includes incidents of bullying to staff and such incidents will be dealt with as seriously as student/student incidents, but strategies used may differ as appropriate.

Procedures

Dealing with incidents of bullying

Stopping violence and ensuring immediate physical safety is obviously our first priority, but the emotional impact of bullying can be more damaging than the physical; the school will make its own judgements about each specific case.

The effective management of bullying has four strands:

- **Recognition of the signs** - Changes in behaviour, work patterns, concentration, punctuality/attendance issues
- **Encouragement to tell** - All members of the school community are responsible for reporting incidents of bullying and should not see it as ‘snitching/grassing-up’
- **Creating a positive Ethos** - All staff and students show a sense of responsibility for one another and for the school community as a whole
- **Consistency** - All staff should take incidents seriously and follow the school procedures

Reporting

A vital message to anyone who either witnesses or experiences bullying is that you *must* report it. There are various ways of doing this:

- Tell a member of staff,
- Speak to a member of the anti-bullying group,
- Tell a parent who can then speak to the school
- Use the school’s dedicated antibullying email address (antibullying@kingedwardvichfield.staffs.sch.uk).

Staff and parents who are concerned about possible bullying they should contact the Student Support Team at the school via the school office.

It is not possible to promise confidentiality when dealing with issues of bullying, as this can limit the school’s ability to effectively safeguard individuals. This is in line with the school’s child protection policy which states: “Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carer’s request for confidentiality. If a child may be at risk of significant harm, there is a duty on the school to share information with Children’s Social Care. This should be explained to the child and appropriate reassurance given when the child has expressly asked for confidentiality.”

Actions

- All newly reported incidents will be dealt with promptly and seriously. Students involved will be interviewed (no blame approach). These interviews will be logged, with details of all parties involved. Sanctions (if appropriate) will be applied in accordance with the school’s behaviour policy. Disciplinary procedures will always take account of any SEN or disabilities and the needs of any vulnerable students.

- Parents of both parties will be contacted and complaints from parents will be dealt with promptly.
- All parties will be checked over a period of four weeks by a member of the Student Support Team. Any further issues may result in a loss of 20 points for Bullying/intimidating behaviour.
- Repeat incidents, with either the same or different victims, would result in further and more serious intervention. This may include police involvement. In addition to the sanctions imposed, there will be the use of supportive strategies for the bully.
- Victims will be supported using strategies that they feel most comfortable with. This range could include counselling, (from either a professional or a member of the school community), being encouraged to express themselves, getting involved in clubs or activities in school, having a mentor (staff/student), having a member of staff who they can go to, or any other appropriate strategy.
- The Student Support Team keep a record of incidents of bullying, and use this data to evaluate the effectiveness of the school's anti-bullying work.

The Education Act 2011 gives teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Devices may be passed to the police if there is suspicion of a criminal offence.

Bullying outside school premises

Teachers have the power to discipline students for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The school will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Advice about bullying found in the Student Planner

Take action and work together to stop bullying

- Watching and doing nothing only supports a bully
- Tell a teacher or offer to support someone while they talk to a teacher about bullying
- Make it clear that you don't like the bullying behaviour
- Keep a record of what has taken place
- Do not retaliate, this may make things worse and you will find yourself in trouble also

Complaints

If an individual has concerns over the way a particular incident has been handled, they should contact the school directly wherein a meeting will be convened in order to discuss such concerns. Parents can make a formal complaint at any time using the school's complaints procedure (see below).

Staff Professional Development

As part of our ongoing commitment to safeguarding the welfare of a children, staff have regular opportunities to develop their understanding of the needs of vulnerable groups of students. This takes place both in our official safeguarding training and in our half termly safeguarding updates to staff.

Responsibilities of King Edward VI Community

Within the curriculum the school will raise the awareness of the nature of bullying through PSHE (Personal Social Health Education), form tutorial time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

All members of the King Edward VI community have a responsibility to help ensure bullying is taken seriously and not tolerated in our school. The lead staff members for Anti-Bullying at our school are:

Mr Goodhead – Assistant Headteacher (Student Inclusion)

Mrs Forster –Deputy Headteacher

Mrs Tooth – Inclusion Manager

Monitoring the implementation of the policy on a day to day basis is the responsibility of Achievement Leaders and the Student Support Team.

Mr Goodhead will oversee the evaluation, review and development of the policy and procedures.

Mrs Forster supports the training and development work linked to the policy.

Mr Goodhead provides an annual report on anti-bullying to the student and staff welfare sub-committee of the Governing Body.

The school is committed to the continuing professional development of staff, and provides on-going opportunities for staff to receive additional training in the area of anti-bullying in order to improve our knowledge and understanding of how best to deal with bullying behaviour.

This policy is written in accordance with guidance given in preventing and tackling bullying’
- Advice for headteachers, staff and governing bodies March 2014 (DfE)

Links to other policies:

Behaviour for Learning

Safeguarding

PSHE

Equality

Complaints policy

E-safety

[Policy Website Link](#)