



**KING EDWARD VI  
FOUNDATION  
BIRMINGHAM**

*Educational excellence for our City*



**KING EDWARD VI  
ACADEMY TRUST  
BIRMINGHAM**

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## Anti-Bullying Policy

<b>Responsible Board/Committee</b>	PWD Committee./Local Governing Body
<b>Policy Type</b>	School
<b>Statutory</b>	Yes
<b>Publish Online</b>	Yes
<b>Last Review Date</b>	June 2024
<b>Review Cycle</b>	Biennial
<b>Next Review Date</b>	June 2026
<b>Expiry Date</b>	September 2026
<b>Version</b>	3

<b>School</b>	King Edward VI Camp Hill School for Girls
<b>School Policy Owner</b>	Lyndsey Maginnis
<b>ISGB/SGB Approval Date</b>	October 2024

### Key Contact Personnel

Member of SLT responsible for the policy: Lyndsey Maginnis

Designated Safeguarding Lead: Lyndsey Maginnis

Named Governor with lead responsibility: Fazle Khinkabwala

## **1. Policy objectives:**

The school: King Edward VI Camp Hill School for Girls (KECHG) has 1115 students on roll (748 in Years 7 – 11 and 367 in Sixth Form) with approximately 21% Pupil Premium (PP) (23.4% Free School Meals (FSM)). Approximately 22.15% of students have English as an additional language (EAL) compared with 20.2% nationally (DfE, June 2023). 88% of students are from ethnic minority backgrounds, compared with 37% nationally in secondary schools (DfE, June 2024). The school location deprivation indicator is “well above average” of all school; the base for students is “close to average” or all schools, in terms of deprivation (IDSR, Nov 2023).

- This policy outlines what the school will do to prevent and tackle all forms of bullying
- The policy has been adopted with the involvement of the whole school community
- KECHEG 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:
  - Relational Behaviour policy
  - Complaints policy
  - Safeguarding & Child Protection policy
  - Social Media 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/Head of School 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

- Bullying can be defined as “*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; physical violence (such as kicking or hitting); taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- 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.
- In a conflict, both sides have equal power, but inappropriate and hurtful things may be said or done to each other, for example disagreements, confrontation, difference or opinion.

## 6. Forms and types of bullying covered by this policy

- Bullying can happen to anyone. This policy covers all types and forms of bullying. The main types of bullying are:
  - *Verbal*: Name calling, insults, offensive remarks, discriminatory language and aggressive comments.
  - *Indirect*: Spreading rumours, social exclusion, taking someone’s property, sending malicious messages on social media, text, emails including photographs and images. Can include the exploitation of an individual.
  - *Physical*: Physical intimidation, kicking, punching, pinching, spitting, slapping, hair pulling, etc..
  - *Cyber*: Sending malicious messages online, for example on social media, text, emails including photographs and images. Sending inappropriate messages.
  - *Sexual*: Unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate films, sexting, etc.
  - Emotional: Isolating others, tormenting, hiding possessions, threatening gestures, ridicule, humiliation, intimidation, exclusion, manipulation coercion, being unfriendly, excluding and tormenting, repetitive use of micro-aggression
- Bullying can happen for many reasons, below is a list of some of the motivations for bullying (which may happen in any of the forms above)
  - *Prejudicial*:
    - Because of, or focusing on, the issue of an individual’s sexual orientation such as HBT (homophobic, biphobic and transphobic) abuse, or other LGBTQ+ abuse that isn’t limited to this example;
    - *Racist*: Racial taunts, graffiti, stickers and gestures

- Sexist: Controlling and/or demanding behaviour towards someone because of an individual's sex or gender including transgender
- Because of, or focusing on, an individual's physical disability or Special Educational Need
- This can take place in many forms including verbal, physical, indirect, sexual and emotional.

## 7. School ethos

- KECHG recognises that all forms of bullying, especially if left unaddressed, can have a negative effect on individuals; it can create a barrier to learning and have consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.
- Further details about our school ethos and principles are outlined in our Relational Behaviour Policy.
- ***Our Community:***
  - Monitors and reviews our anti-bullying policy and practice on a regular basis.
  - Supports staff to promote positive relationships to help prevent bullying.
  - Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
  - Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
  - Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
  - Requires all members of the community to work with the school to uphold the anti-bullying policy.

## 8. Responding to bullying

- 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 immediately 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.
- 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.

### ***Cyberbullying***

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

### ***Supporting pupils***

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

### ***Supporting adults***

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

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

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

## **9. Preventing bullying**

### ***Environment***

- The whole school community will:
  - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
  - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
  - Recognises the potential for children with SEND to be disproportionately impacted by bullying and will implement additional pastoral support as required.
  - Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, sex, gender, sexual orientation or appearance related difference.
  - Challenge practice and language (including 'banter') which does not uphold the school values of acceptance, non-discrimination and respect towards others.
  - Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
  - Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
  - Actively create "safe spaces" for vulnerable children and young people.
  - Celebrate success and achievements to promote and build a positive school ethos.

### ***Education and Training***

- 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

## **10. 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/Head of School 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.

### **This policy adheres to the following DfE guidance:**

- [Preventing and Tackling Bullying July 2017](#)
- [Keeping Children Safe in Education Sept 2024](#)
- 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: [Approaches to preventing and tackling bullying Case studies June 2018](#)

### **Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)

- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://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](http://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](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## **Cyberbullying**

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://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](http://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](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.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](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)



- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
  - A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://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](http://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](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)