



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

**ANTI-BULLYING POLICY & PROCEDURE
(STUDENTS)**

<i>Responsible Board</i>	Academy Trust Board
<i>Policy Officer</i>	HR Director
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<i>Version</i>	2

1. INTRODUCTION

The Academy Trust through this policy and procedure take full account of their legal obligations under the Education Inspections Act of 2006 to:

- Promote the well-being of students within all schools.
- Develop a policy and procedure which encourages positive behaviour and mutual respect for others on the part of students and, in particular aims to prevent all forms of bullying amongst our students.
- Establish procedures for dealing with complaints about bullying within all schools.

This policy and procedure has been produced with reference to the DfE 'Keeping Children Safe in Education September 2021.' the Academy Trust's Safeguarding Policy & Procedure, the National Healthy Schools Programme theme of Emotional Health and Wellbeing, Preventing & Tackling Bullying 2014 and the DfE Safe to Learn document 2007.

2. POLICY AND PROCEDURE DEVELOPMENT

This policy and procedure was written in consultation with the Academy Trust Board and individual Headteachers.

The Academy Trust and in turn individual schools within the Academy Trust has a 'duty of care' towards its students with regard to bullying in that the Headteacher and staff stand in 'loco parentis' (in place of the parents/carers). This duty of care includes protecting students from harm from bullying.

3. DEFINITION OF BULLYING

The Academy Trust follows the Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017, guidance which defines bullying as:

Bullying is behaviour by an individual or group, 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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since

September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspection.

Bullying can be direct or indirect, face-to-face or on social media platforms, and includes:

- Verbal bullying – name-calling, taunting, mocking, making offensive comments and teasing.
- Physical bullying – kicking, hitting, pushing and pinching.
- Emotional bullying – producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money.
- Peer-on-peer bullying.
- Racist bullying – an incident which is perceived to be racist by the victim or any other person. This can be in the form of:
 - Verbal abuse, name calling, racist jokes, offensive mimicry
 - Physical threats or attacks
 - Wearing of provocative badges or insignia
 - Bringing racist leaflets, comics or magazines
 - Inciting others to behave in a racist way
 - Racist graffiti or other written insults, even against food, music, dress or customs
 - Refusing to co-operate in work or play
- Sexual bullying – this is generally characterised by:
 - Abusive name calling.
 - Looks and comments about appearance, attractiveness, emerging puberty.
 - Inappropriate and uninvited touching.
 - Sexual innuendos and propositions.
 - Pornographic material, graffiti with sexual content.
 - In its most extreme form, sexual assault or rape.
- Bullying in respect of sexual orientation – this can happen even if the students are not lesbian, gay or bisexual. Just being different can be enough. This can be in the form of:
 - Use of homophobic language.
 - Looks and comments about sexual orientation or appearance.
- Bullying in respect of SEN or Disability – those students are often at greater risk of bullying. This can be characterised by:
 - Name calling.
 - Comments on appearance.
 - Comments with regard to perceived ability and achievement levels.
- Text/Cyber bullying – this involves students receiving threatening or disturbing messages from possibly anonymous callers. It can also include comments posted on social media.

Where individual schools allow students to bring mobile phones in, they must remain switched off in their bags or handed into the school office for safe keeping. Individual schools will deal with incidents of text/cyber bullying if the incident is likely to affect the well-being of students. However, the Academy Trust strongly encourages parents/carers to take action themselves by contacting the police, mobile phone and website providers.

People who are victims of bullying frequently, but not exclusively, are bullied as a result of:

- Race, religion or culture

- Special educational needs or disability
- Appearance or health conditions
- Sexual orientation
- Gender
- Home circumstances including looked-after-children and young carers

4. INCLUSION

Students within the Academy Trust are entitled to expect equality of protection from bullying as well as protection and support from Academy Trust policies and procedures designed to ensure that all schools within the Trust remain a safe environment in which to teach and learn. The Academy Trust has given careful consideration to the six equality strands, race, ethnicity, gender, age, religion, disability and sexuality. This is to ensure that anti-bullying provision is provided in a sensitive and non-judgemental way that will enable all students and staff to feel valued and included in effective policy and practices.

5. AIMS OF THE POLICY

- To assist in creating an Academy Trust ethos in which attending the individual academies is a positive experience for all students
- To make it clear that all forms of bullying are unacceptable within the Academy Trust
- To enable everyone to feel safe while attending the individual schools within the Academy Trust, and encourage students to report incidences of bullying
- To deal effectively with bullying
- To support and protect victims of bullying and ensure they are listened to
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change
- To liaise with students, parents/carers and other appropriate members of staff
- To ensure that all members of staff feel responsible for combating bullying
- To ensure consistency in practice within the Academy Trust

6. INTENDED OUTCOMES

- That there are effective listening systems for students and members of staff across the Academy Trust
- That parents/carers have a point of contact for the anti-bullying lead within individual schools if they are concerned about their child
- That all members of staff have the necessary skills and confidence to deal with incidents of bullying effectively and promptly
- That no student's educational opportunities and achievement are disadvantaged due to the experience of bullying
- That all members of staff are equipped with the skills necessary to deal with bullying
- That all incidents of bullying are recorded, and appropriate use is made of the information and where appropriate shared with relevant organisations

7. SPECIFIC ACADEMY TRUST TARGETS

- To ensure that all staff are familiar with reporting incidents procedures.
- To ensure all incidents of bullying are recorded appropriately within individual schools
- To implement systems to collate data on bullying that can be presented to the Academy Trust Board
- To ensure the implementation of rigorous and anti-bullying procedures to continue to reduce incidents of bullying within individual schools

8. VALUES

“The Schools of King Edward VI in Birmingham should be rooted in the communities that they serve and be responsive to the nature of those communities. In particular, all of the schools are committed to making themselves as accessible as possible to all pupils, whatever their background or circumstances.”

The following aims are fundamental to the Academy Trust and its schools:

- Raise aspirations to transform the lives of students and to enhance the well-being of individuals and the community.
- Give students the chance to live rich, fulfilled lives and to contribute to society.
- Provide more than the teaching of knowledge and skills.
- Develop curiosity and independence of mind.
- Create a love of learning, which will foster creativity, imagination and the capacity to communicate.
- Provide the chance to participate in sport, music, drama, outdoor pursuits and involvement in the wider community.
- Build character and relationships, along with a sense of morality, care and respect for others.

9. DEALING WITH INCIDENTS – A WHOLE ACADEMY TRUST APPROACH

- Each individual school within the Academy Trust will take the view that everyone has the responsibility to report incidents of bullying or share their concerns.
- Each individual school will have a specific policy and procedure for dealing with incidents of bullying.