



KING EDWARD VI  
SHELDON HEATH ACADEMY

## ANTI-BULLYING POLICY

See also:

Staff Safeguarding Children Policy

Equal Opportunities Policy

The Anti-bullying and Harassment policy is underpinned by the following legislation:

- The Independent School Standards Regulations 2010
- The Equality Act 2010
- The Children Act 1989
- The Protection from Harassment Act 1997
- The Malicious Communications Act 1988,
- The Communications Act 2003,
- The Public Order Act 1986.

**Friendship**  
Integrity Benevolence  
Honesty **Equality**  
Respect Community  
Tolerance Aspiration  
**Our values**  
Humility Personal responsibility  
Justice Dignity Ambition  
Co-operation Humanity  
Excellence Embracing diversity  
**Belief** Empathy Kindness  
Understanding Charity  
**Compassion**

## **1. Rationale**

King Edward VI Sheldon Heath Academy is committed to developing responsible, aspirational, independent, happy and well-rounded young people with the self-belief to reach their goals. Our work will be underpinned by our core values and driven by our unequivocal belief in equality and tolerance. We will secure this through inspirational and enthusiastic teaching, the provision of a broad, challenging curriculum and excellent support and care. We want to ensure our young people fulfil and exceed their potential, be proud of who they are, be committed to lifelong learning and leave well-equipped to navigate their way through the challenges of the 21st Century; positively contributing to society both economically and socially.

There is an unequivocal belief at the Academy that:

- All students and staff have the right to feel happy, safe and included.
- Students and staff have the right to work in an environment without harassment, intimidation or fear.
- All bullying, of any sort, is therefore unacceptable.
- Students who experience bullying will be supported.
- We recognise the effects that bullying can have on students' feelings, their self-worth and on their academic work. The whole Academy community will actively promote an anti-bullying environment.

This policy is the product of collaboration between the staff, the Student Council and Anti-bullying Ambassadors at King Edward VI Sheldon Heath Academy.

## **2. Policy aims**

- To express our strong belief that all students should be included fully in the life of the Academy.
- To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations.
- To reduce and to eradicate, wherever possible, instances in which students are made to feel frightened, excluded or unhappy.
- To reduce and to eradicate wherever possible, instances in which students are subject to any form of bullying.
- To respond effectively to all incidents of bullying that are reported to us.
- To establish a means of dealing with bullying, and of providing support to students who have been bullied.
- To provide support for students who are accused of bullying, who may be experiencing problems of their own.
- To ensure that all students and staff are aware of the policy and that they fulfil their obligations to it.
- To meet any legal obligations which rest with the Academy.
- To do all we can to prevent bullying by ensuring a whole Academy ethos in which bullying is regarded as unacceptable.

## **3. Academy definition of bullying**

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 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.

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. Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against

Bullying can take many forms including but not limited to:

- Physical violence such as hitting, pushing or spitting at another student.
- Interfering with another student's property, by stealing, hiding or damaging it.
- Using offensive names when addressing another student.
- Teasing or spreading rumours about another student or his/her family.
- Belittling another student's abilities and achievements.
- Writing offensive notes or graffiti about another student.
- Excluding another student from a group activity.
- Ridiculing another student's appearance, way of speaking or personal mannerisms.
- Misusing technology (internet or mobiles) to hurt or humiliate another person (cyberbullying).
- Making offensive remarks, including racist or homophobic comments.

Some forms of bullying can be indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within the Academy we will pay particular attention to:-

- Racial harassment and racist bullying.
- Bullying because of students' religious beliefs.
- Sexual bullying.
- Bullying because of students' sexual orientation (including the use of homophobic language).
- Bullying of students who have disabilities of all types.

#### **4. Creating an anti-bullying climate in the Academy**

The Academy's response to bullying does not start at the point at which a child has been bullied. Academy staff proactively work to address issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.

Academy staff work to ensure an ethos of good behaviour where students treat one another and staff with respect because they know that this is the right way to behave. 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 Academy environment and are reinforced by staff and older students who set a good example to the rest. Reinforcing the message that bullying is unacceptable as well as positive actions to prevent bullying are at the core of many lines of our work, for example:

- promoting friendships;
- presenting positive images of play interaction and friends;
- ensuring that students are supervised at all appropriate times;
- ensuring they adhere to all relevant policies;
- developing procedures that safeguard students in the event of bullying;
- following up all instances of aggressive and inappropriate behaviour;
- watching for early signs of distress and observing, listening to what the students are indicating either verbally or through changes in behaviour: listen, believe, act;
- ensuring that appreciation and respect for all cultures are promoted;
- helping students to develop strategies for the management of their behaviour resulting in positive assertive attitudes towards others and improving self-esteem;
- encouraging students where appropriate to reflect on issues involving friendship and bullying throughout the weekly timetable, e.g. draw pictures/write stories;
- encouraging students where appropriate to listen to and read stories about friendship and bullying, with discussion afterwards to raise their awareness of the concept of bullying and positive image of friendship;
- using a wide range of resources to support individuals as appropriate (both perpetrator and victim);
- discussing, when appropriate, issues related to racism, homophobia and bullying;
- using whole school occasions; for example assemblies, class room activities to promote positive behaviours, respect, tolerance and Academy values;
- using role playing situations with follow up discussions about bullying.

The Academy is committed to:

- Raising awareness about bullying and our anti-bullying policy.
- Increasing understanding for victims and help build an anti-bullying ethos.
- Teaching students how to constructively manage their relationships with others.

Some of the more bespoke actions taken to prevent or address incidents of bullying at the Academy include:

- The work of the Academy Student Council and Anti-bullying Ambassadors. This shows a commitment to creating an anti-bullying climate through assemblies and their anti-bullying campaign. They have also created an anti-bullying poster which is displayed throughout the Academy; it is used to remind students that bullying is not acceptable and how to access help if they are bullied.
- Tutorial work to show what students can do to prevent bullying, and to create an anti-bullying climate in the Academy.
- Training a group of students to receive the Diana Award for Anti-bullying.
- A 'student voice box' allowing students to report anonymously any specific or general concerns about bullying in the Academy; this is managed by the Academy Council and Anti-bullying Ambassadors.
- The option for students to report incidents through the FROG VLE.

Bullying will not be tolerated and we make this clear in the information we give to students and parents when they join our Academy. Academy assemblies, form and curriculum time are used to reinforce this message. The Academy:

- provides guidance to all students explaining what they should do if they are being bullied, or if they see another student being bullied.
- provides written guidance to parents on the signs of bullying and what to do if they suspect their child is being bullied at the Academy.
- provides regular training for teachers and non-teaching staff (including lunch time supervisors) on spotting the signs of bullying and how to respond to it.

## **5. Intervention**

The Academy applies a wide range of strategies to address incidents of bullying. Considering the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator will help identify the most appropriate intervention strategy; this may involve disciplinary measures. Any disciplinary measures will be applied fairly, consistently, and reasonably.

Where applicable and as appropriate the Academy will:

- Involve parents to ensure that they are clear that the Academy does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home
- Involve students. All students understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- Implement disciplinary sanctions.
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. The Academy will ensure that students know that using any prejudice based language is unacceptable.
- Use specific organisations or resources for help with particular problems. The Academy draws on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying.
- Provide effective staff training so that all staff understand the principles and purpose of this policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. It will also endeavour to work with other agencies and the wider community to tackle bullying that is happening outside the Academy.
- Make it easy for students to report bullying so that they are assured that they will be listened to and incidents acted on. Students should feel that they can report bullying which may have occurred outside the Academy including cyber-bullying.
- Ensure an inclusive environment, where students can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- Celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

## **6. Responding to incidents when they occur**

The Academy works to ensure that parents are aware of the procedures to follow if they believe that their child is being bullied and that students know how to report any incidents of bullying (regardless of whether they are the victim). Parents should feel confident that the Academy will take any complaint about bullying seriously and resolve the issue in a way that protects their child.

### **a) Reporting incidents:**

- Students who have been bullied should report this to their form tutor, Personal Tutor, Pastoral Manager or Head of House or any member of staff they feel comfortable talking to.
- Students who see others being bullied should report this to their form tutor, Personal Tutor, Pastoral Manager or Head of House or any member of staff they feel comfortable talking to.
- Members of staff who receive reports that a student has been bullied should report this to the Head of House, Pastoral Manager or to a member of the Senior Leadership team.
- Reports of bullying will be logged by Pastoral Manager, Head of House or a member of the Senior Leadership team in the record book that is kept in student services.

All reports of bullying will be taken seriously and will be followed up by the pastoral team.

### **b) The Academy will provide support to students who are bullied, in the following way:-**

- Affirm that it is right for students to let us know if/when they are being bullied.
- When bullying occurs, the Academy will contact the parents of the students involved at an early stage.
- Investigate any reported incidents, this may include interviewing the student (or students) involved in the incident and listen to their version of events, talk to anyone else who may have witnessed the bullying.
- Try to ascertain the extent of the problem whilst reassuring the student that reporting the incident is the right thing to do; they do not deserve to be bullied and it is not their fault.
- Encourage them to talk about how they feel.
- Ensure that they feel safe; discuss strategies for being safe and staying safe.
- Engage them in making choices about how the matter may be resolved.
- Affirm that bullying can be stopped and that the Academy will persist with intervention until it does.
- Aim to involve their friends/older students in peer support/a buddying scheme/mediation.
- Reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- Consider sanctions under the Academy's Behaviour/Discipline Policy.
- Adopt a joint problem solving approach where this is appropriate, and ask the students involved to help us find solutions to the problem. This will encourage students involved to take responsibility for the emotional and social needs of others.
- Work with students who have been involved in bullying others to ascertain the sort of support that they themselves need.
- Advise students responsible for bullying that checks will be made to ensure bullying stops. Reported incidents will be followed up to check that the bullying has not started

again; the Academy will do this within two weeks, and again within the following half term.

- Keep records of reported incidents how they are responded to.
- Ask students to report immediately any further incidents.

## **7. Roles and responsibilities**

All Academy staff will:

- Foster self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour expected of all students.
- Discuss bullying so that every student learns about the damage it causes to both the victim and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the Head of House, Pastoral Manager or to a member of the Senior Leadership team.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

All students are expected to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the student who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

The Academy asks parents to support their children and the Academy by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to the Head of House, Pastoral Manager or to a member of the Senior Leadership team and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying;
- Informing the Academy of any suspected bullying, even if their children are not involved;
- Co-operating with the Academy; if their children are accused of bullying, try to ascertain the truth.

- Pointing out the implications of bullying, both for the children who are bullied and for the bullies themselves.

Heads of House, Pastoral Managers and the Assistant Vice Principal for Student Development will:

- Ensure that all Academy staff follow this policy and are aware of their role and responsibilities.
- Ensure that any reported incidents are followed through in accordance to this policy.
- Ensure a pastoral curriculum that promotes the Academy's ethos and values in all matters relating to anti-bullying and anti-harassment.
- Maintain an accurate log of all bullying incidents and follow up actions.
- Liaise with parents and careers as appropriate to address all bullying incidents.
- Ensure that appropriate support is in place for all victims and perpetrators of bullying incidents.
- Liaise with outside organisations as appropriate to support or safeguard students (victims and perpetrators) as appropriate.

The Principal and the Academy's Governors will ensure that:

- This policy is adhered to.
- Training is in place for all staff to effectively discharge their duties in relation to this policy.
- This policy and its impact are regularly monitored.

Everyone should:

- Work together to combat and, hopefully in time, to eradicate bullying.

## **8. Monitoring**

All reported incidents of bullying or harassment must be:

- recorded on the Academy's referral sheets by staff.
- listed in the Academy's log book with follow up actions

Racist incidents are recorded centrally and returns are made to the Local Authority periodically.

Where appropriate bullying incidents will be discussed in the fortnightly safeguarding meeting.

The Student Welfare Committee will monitor behaviour including incidents of bullying on a termly basis.

This policy is a joint collaboration between the staff at King Edward VI Sheldon Heath Academy and the Academy Council and Anti Bullying Ambassadors. It will be reviewed every two years, unless there is a need to review earlier.

**This policy was last reviewed on July 2015**



## APPENDIX 1

Cyber Bullying: The following advice from Kidscape is available from their website:

- Text/video Messaging:
  - Don't reply to text messaging (also known as SMS or EMS) or video messaging (also known as MMS) that is abusive or obscene. Your mobile service provider e.g. Orange, T.Mobile, Vodafone etc. should have a number that you can ring to report abusive messaging. Try their websites for details.
  - Be careful who you give phone numbers to and don't leave your mobile lying around when you are not there.
- Chatrooms or Instant Messaging (IM)
  - Do not give out personal information
  - Give yourself an alias that doesn't give out anything about your age, gender or location.
  - Don't respond to abusive posting – ignore them or log off. If you don't take time off and calm down you'll end up writing something you'll regret which will only make the situation worse.
  - Think about what you write – it is very easy for people to get the wrong idea about what you write or how you write it.
- Email
  - If you receive a nasty or abusive email (known as being flamed), don't reply. If it's from someone you think you know, like someone at School, they'll want some kind of reaction, just like they would if they were standing in front of you and bullying you. Don't give them the satisfaction of replying, and they'll probably stop.
  - If they don't stop then you need to find out where the email is coming from. Using an email client like Outlook or Outlook Express, clicking the right mouse button over an email will reveal lots of details about where and who the email came from. You can then get your parents to contact the school or the service provider of the sender of the email.
  - The email can also come from people that you don't know, (known as spamming) – email addresses are fairly easy for companies to obtain on the internet, using software called email harvesters. They are also surprisingly easy for specialist computer programs to guess. Under no circumstances should you reply to these types of email, even if they have a Click here and stop receiving this email link – this will just confirm your email address as a real one. The individual sending it can then sell or pass it on to other people and you'll be flooded with even more junk and abusive emails.
  - You can delete the emails, but if the situation becomes serious, you should save them or print them off so that, if you do need to take action, you have some evidence.
  - Learn more about your email programme from the Help menu – you should be able to find details of how you can create folders, email filters and folder routing. This won't stop the emails but it can help to shield you from them.
- Web
  - If the cyberbullying is on a school or community website, do as you would if the bullying was face to face – tell someone like your parents or teachers.
  - If it's on a site that you don't know about, you have to do a bit of research to find out who hosts the website. There is a good article at Bullying Online about general online safety, with a section on how to get more details on possible owners of the website.