
ANTI-BULLYING POLICY



KING EDWARD VI ASTON SCHOOL

Educational excellence for our City

Responsible Board	PEOPLE COMMITTEE
Policy Officer	MARTIN DOWNING
Date Adopted	JANUARY 2022
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Reviewed by	MARTIN DOWNING
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ANTI-BULLYING POLICY (including Child-on-Child abuse)

STATEMENT OF INTENT

Bullying of any kind is unacceptable. Bullying hurts, threatens and frightens. Everyone has the right to be treated with respect.

When bullying does occur, all students should be able to tell someone and know that incidents will be dealt with promptly and effectively.

Students who are demonstrating bullying behaviours need to learn different ways of behaving.

The school is committed to providing a caring, friendly and safe environment so that all students can enjoy and achieve during their time here, via a cohesive, collective and collaborative approach.

Bullying is a form of child-on-child abuse. Children can abuse other children. This child-on-child abuse can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

1. Definition of bullying (identified by the Anti-bullying Alliance)

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, cyber, verbal, emotional or psychological.

Bullying can include:

- i. Racist - demonstrating negative feelings, attitudes or prejudice towards someone because of their racial or ethnic group
- ii. Homophobic - demonstrating negative feelings, attitudes or prejudice against gay people
- iii. Biphobic - demonstrating negative feelings, attitudes or prejudice against bisexuals
- iv. Transphobic - demonstrating negative feelings, attitudes or prejudice against transgender/transsexuals
- v. Disablist - demonstrating negative feelings, attitudes or prejudice because of

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- an individual/groups disability or difficulty
 - vi. Sexual including - unwanted physical contact or sexually abusive comments, sexual violence or sexual harassment (see appendix)
 - vii. Sexist gender - demonstrating negative feelings, attitudes or prejudice because of gender

2. Objectives of this policy

- i. Bullying, and child-on-child abuse, will not be tolerated. Students and parents should be assured that they will be supported when bullying, and child-on-child abuse, is reported.
- ii. All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying, and child-on-child abuse is, and the effect it can have on our young people.
- iii. All governors, teaching and non-teaching staff, parents and students should know what the school policy is on bullying, and follow it when bullying is reported.
- iv. All pupils to understand their potential involvement in bullying (see below) – ringleader (bully), target, assistant, reinforcer, defender, outsider.

3. Roles involved in bullying (identified by the Anti-bullying Alliance)

- i. Ringleader – initiating and leading the bullying, but not always the person ‘doing’ the bullying
- ii. Target – the person at whom the bullying is aimed
- iii. Assistant(s) – actively involved in ‘doing’ the bullying
- iv. Reinforcer(s) – supports the bullying, might laugh or encourage other people to ‘collude’ with what is going on
- v. Defender(s) – stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it.
- vi. Outsider(s) – knows or suspects bullying is going on, but ignores it and doesn’t want to get involved

4. Signs and symptoms of bullying (identified by the Anti-bullying Alliance), or child-on-child abuse

A student may indicate by signs or behaviour that he is being bullied. Adults should be aware of these possible signs and symptoms and they should investigate if a young person:

- i. Is unwilling to go to school
- ii. Is frightened of walking to or from school
- iii. Doesn't want to go on the school/public bus
- iv. Begs to be driven to school
- v. Changes their usual routine
- vi. Begins to truant
- vii. Becomes withdrawn or anxious, or lacking in confidence
- viii. Attempts or threatens suicide or runs away
- ix. Cries themselves to sleep at night or has nightmares
- x. Feels ill in the morning
- xi. Begins to do poorly in school work
- xii. Comes home with clothes torn
- xiii. Has possessions which are damaged or 'go missing'
- xiv. Asks for money or starts stealing money
- xv. Has unexplained cuts or bruises
- xvi. Becomes aggressive, disruptive or unreasonable
- xvii. Demonstrates bullying behaviours towards other children or siblings
- xviii. Stops eating
- xix. Is frightened to say what is wrong
- xx. Is afraid to use the internet or mobile phone
- xxi. Is nervy and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and be investigated.

5. Response strategy

All bullying behaviour, threats of bullying or incidents of child-on-child abuse must be investigated and the abuse stopped quickly. The following strategy will be followed:-

- i. Secure the safety of the target
- ii. Focus on addressing behaviours
- iii. Establish what attitudes and values are underpinning the behaviours

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- iv. Put in place additional support for either those demonstrating bullying/abusive behaviours and/or those who are the target.

6. Procedures

A. Always report bullying or abusive incidents, to any member of staff. If a student is being bullied, or knows of someone else who is being bullied, they **MUST TELL SOMEONE**. It is often best to inform the form tutor or Year Leader. Students (and parents) can also report (anonymously if wished) on the SHARP system (School Help and Advice Reporting Page), via the school website.

Students who are bullied or victims of child-on-child abuse should not blame themselves.

If a parent finds out about bullying or abuse of their child, or any other student, they should inform the school, either in person, by phone or email, or via the SHARP system. The school can only do something if we know there is a problem.

Students can communicate incidents of bullying or abuse in a number of ways:

- i. Speak to a member of staff – preferably your form tutor or Year Leader
- ii. Report the incident or concern electronically via the SHARP system (link on the school website), which is sent directly to the Assistant Head with responsibility for pastoral arrangements.
- iii. Write a statement to their form tutor or Year Leader and post it in the internal school post box

B. The incidents will be fully investigated by a member of staff. Once the details have been established staff should be informed about the person being targeted and the other students involved in briefing and via email, and the situation monitored in lessons.

C. Students who have been bullied or abused will be helped by:

- i. Being given an immediate opportunity to discuss the experience with a form tutor or Year Leader.
- ii. Being given an opportunity to speak to the school counsellor
- iii. Being offered reassurance and support as the Year Leader begins an investigation.
- iv. They will be asked to provide a written statement which identifies the potential ringleader, and any others involved, and the nature of the bullying or abuse.
- v. Witnesses to bullying or abuse will also be asked to produce a written statement.

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- vi. Parents will be informed by the Year Leader.
- D. Students who have demonstrated bullying or abusive behaviours will be helped by:
- i. Discussing what happened and why they became involved in such behaviours.
 - ii. Establishing the wrong doing and the need to change.
 - iii. Those demonstrating bullying or abusive behaviours will be asked to provide a written statement of the incident(s).
 - iv. Witnesses to bullying or abuse will also be asked to provide statements.
 - v. Parents will be informed by the Year Leader.
- E. The Year Leader will make a judgement, based on evidence, to take any one or more of the following courses of action:
- Mediation between the bullied and bully. If possible, the students will be reconciled.
 - Disciplinary action against the bully using school behaviour policy and mediation with the bullied and bullying student(s).
 - Reporting the incident to the Assistant Headteacher (Pastoral) in order to facilitate further investigation. In extreme cases the Headteacher will take the decision to exclude a student for a fixed term or, in extreme cases, recommend permanent exclusion.
- F. If necessary, the police will be consulted.
- G. The Year Leader will:
- i. Make a record of the students demonstrating bullying or abusive behaviours on SIMS and CPOMS, including actions taken and the nature of the behaviours. This will identify any students involved and the nature of the bullying.
 - ii. An action plan which describes what action is to be taken to end the bullying or abusive behaviours will be created and it will be identified how it will be monitored.
 - iii. Analysis of such incidents will be used annually to make amendments to the PSHE/citizenship programme as necessary to prevent further bullying or abusive incidents.
- H. The parents of the bullied student and of the student who has been bullying will be informed by the Year Leader of the outcome of the investigation and the action taken.

I. After the incident has been investigated, it is the responsibility of the staff, parents and student to monitor the situation to try to prevent any further bullying or abusive behaviours from taking place.

J. The Year Leader may take the decision to refer either the target or any others involved to the school counsellor, for additional confidential support. This course of action will only be successful provided the student agrees. In addition, the use of sixth form mentors will be considered in order to support either any of the involved students.

7. Bullying outside the school's premises

No student should suffer in silence. Where a student, parent or other source report bullying or abusive behaviours off the school premises, a range of steps may be taken:

- i. A discussion with the police about problems on local streets
- ii. A discussion with the transport company about bullying on buses and trains
- iii. A discussion with the pastoral leader / Headteacher of another school if any students are proven to have demonstrated bullying behaviours
- iv. Remind students of the need to act safely when travelling to and from school
- v. Reporting the incident to the relevant website / company in light of cyber-bullying
- vi. A bullied student will be given the opportunity to speak to the school counsellor

8. Prevention of bullying

The school will promote and develop a culture of zero tolerance towards bullying or child-on-child abuse. This will be achieved by:

- i. Reviewing the PSHE programme for each year group annually, and the programme amended to take account of incidents recorded on CPOMS for the previous academic year.
- ii. Continual promotion of the SHARP system to encourage all incidents to be reported not only by the student but also by their peers, parents or the wider community.
- iii. This Anti-bullying policy will be made available on the school website and new students and parents will be signposted and advised to read it as part of the induction programme.
- iv. Each year the school will participate in national Anti-bullying week using assembly time and PSHE lessons to address the issue of bullying with the whole school.

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- v. As part of their induction programme all new staff will be made aware of the anti-bullying policy, its procedures and their role in dealing with incidents of bullying.
 - vi. Child-on-child abuse, including sexual violence and harassment will be addressed regularly throughout the PSHE curriculum throughout Years 7-13.

Reviewed: Ratified by governors Feb 2022

Next review date: February 2023

A. RELATED POLICIES

School Behaviour Policy

Child Protection Policy

Care & Control Policy

E-Safety Policy

APPENDIX 1: USEFUL WEBSITES FOR STUDENTS, PARENTS AND TEACHERS:

www.kidscape.org.uk

www.bullying.co.uk

<https://www.gov.uk/bullying-at-school/reporting-bullying>

www.anti-bullyingalliance.org.uk/advice/parents-carers.aspx

www.beatbullying.org/dox/help/help-for-parents.html

www.bbc.co.uk/schools/parents/bullying

www.kidpower.org

www.direct.gov.uk/en/Parents/WorriedAbout/DG_10015758

APPENDIX 2

TACKLING BULLYING – TEN KEY PRINCIPLES THAT CAN REDUCE THE IMPACT AND INCIDENCE OF BULLYING

OUR SCHOOL:-

- 1) Listens – all pupils, parents and carers are listened to and can influence strategies and approaches to prevent, report and respond to incidents of bullying
- 2) Includes us all – all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life
- 3) Respects – all school staff are role models to others within the school in how they treat others.
- 4) Challenges – all forms of discriminatory language – including disablist language – are challenged and taken seriously
- 5) Celebrates differences – difference is actively and visibly celebrated and welcomed across the whole school
- 6) Understands – all school staff, pupils and parents understand what bullying is and what it isn't
- 7) Believes – all pupils, parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying
- 8) Reports bullying – all pupils within the school, and their parents and carers understand how to report incidents of bullying
- 9) Takes action – we respond quickly to all incidents of bullying. Pupils participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying
- 10) Has clear policies – our anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupil, parents and carers.