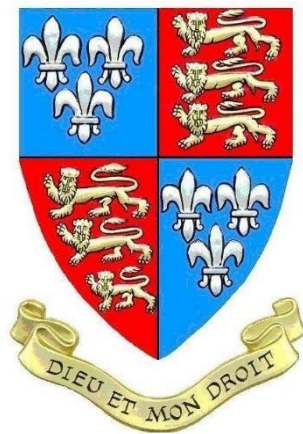


# King Edward's VI Grammar School



## Anti-Bullying Policy

At *King Edward's VI Grammar School*, we aim to provide a safe, caring and friendly environment for all our children and young people to allow them opportunities to learn effectively, improve life chances and help them maximise their potential.

We will strive to ensure children and young people feel safe, including understanding the issues relating to safety, such as bullying and that they feel confident to seek support should they feel unsafe.

This policy applies to all bullying behaviour be it physical, verbal or cyber and covers bullying on the school site; when identifiable in the community as a member of King Edward's, and where there is evidence of persistent and targeted online activity that meets the definition of bullying.

### **Aims**

- Bullying behaviour at King Edward's is not acceptable and all members of the community should work together to report any and all forms of bullying behaviour.
- Preventative measures via our RSHE, Tutorial (Votes for Schools) and Assemblies programme will form part of the school's overall anti-bullying strategy.
- To educate all our children, young people and their parents about the differences between normal patterns of behaviour in secondary school children versus bullying behaviour.
- To ensure that any and all forms of anti-social behaviour that could become pattern forming and lead to bullying are identified early and resolved.
- The school's first line defence against bullying is to ensure that all students are educated through the RSHE, tutorial and assembly about friendships, relationships, and the uses and abuses of online behaviour. All of the above including reference to bullying, its forms and consequences.

### **Definitions**

Children and parents are often quick to label certain behaviours as bullying. However, it is important to distinguish between the following:

- **normal patterns of behaviour** and actions that result in children falling out with each other; that are easily correctable, simple to identify and are short term, reactionary in nature, and/or linked to a single event or unconnected events. These patterns of behaviour tend not to have long term roots.

**versus**

- **bullying behaviour** which is sustained; significant; targeted, and malicious in nature and may be physical, and/or psychological. Such behaviour will often involve a consistent campaign, and repeated actions over a significant period of time\*; often despite intervention by friends, teachers or other adults. In addition there is evidence of collaborative behaviour that spreads to others encouraging the social isolation of an individual by other members of the peer/friendship group.

\*months rather than weeks.

### **An educational approach to bullying**

At the heart of bullying is an educational issue relating to relationships and it is the school's belief that where an accusation of bullying is made the most important response is to educate the individual about their behaviour, the inappropriate nature of this behaviour, and to encourage them to enter into restorative conversations with the victim

to prevent a reoccurrence of the behaviour, and/or to appoint a peer mentor to support both bully and victim change their behaviours.

The school adopts a levelled approach depending upon the stage and severity of the behaviour.

Where bullying behaviour has been confirmed and identified from the definition above the following approaches may be adopted by the school:

### **Level 1**

There is evidence over time of repeated patterns of behaviour often despite warnings from staff, parents or others:

- targeting particular students by calling them (students or staff members) names, either online, via text or face to face.
- being rude to other students or staff
- teasing other students or staff
- social exclusion
- spreading rumours about other students

Any actions from level 1 will be reported to the Head of Year and a meeting will be arranged between the students and an agreement reached to **STOP** the bullying behaviour.

### **Level 2**

There is evidence over time of repeated patterns of behaviour often despite warnings from staff, parents or others, or earlier Level 1 intervention:

- putting down or humiliating other students or members of staff
- being threatening or intimidating towards other students or members of staff
- pushing and pulling about other students or members of staff
- using text messaging and social media to threaten or intimidate - continuing bullying from level 1 without any changes

Any actions from level 2 will be reported to the Head of Year and Deputy Headteacher (Pastoral & DSL). A formal meeting will be arranged which the student and parents will need to attend. A warning letter will be sent to the student from the Deputy Headteacher (Pastoral & DSL) and a copy will be sent to parents/carers. The letter will include action points agreed with the student during the meeting. The student will need to meet the terms of the agreement and **STOP** bullying. Consideration will also be given at this stage to other factors influencing behaviour and may involve referrals to other agencies and the implementation of a Pastoral Support Plan. Given the repeated and serious nature of these behaviours the school will also issue an appropriate sanction as well.

### **Level 3**

There is evidence over time of repeated patterns of behaviour often despite warnings from Deputy Headteacher, HOY, staff, parents or others, or earlier Level 1 or 2 interventions:

- repeatedly hitting, kicking or physically hurting another student or a member of staff
- repeatedly making racial/homophobic/sexist comments towards other students or members of staff
- continuing bullying from level 2 without any changes

Any actions from level 3 will be reported to the Headmaster. A formal meeting will be arranged with the Headmaster which the student and parents will need to attend. A final warning letter will be sent to the student and a copy will be sent to parents/carers. The letter will include action points agreed with the student during the meeting and warn of

the possibility of either a managed move or permanent exclusion from the school. The student will need to meet the terms of the agreement and **STOP** bullying.

### **Advice to parents and students**

It is important for parents and students to engage with the school as quickly as possible to ensure that the school can help deescalate any situations as quickly as possible before they become entrenched bullying issues.

Ideally the school seeks to act well before Level 1 bullying occurs and we can only do so where parents and students provide us with early warnings of behaviour that is either becoming pattern forming i.e. there is a pattern of name calling and other behaviours that go beyond what is considered normal.

Often students reveal information about types of behaviour much later than this and either Level 1 or Level 2 types of behaviour may have occurred. Parents and students have a key role to play in evidence gathering particularly as much of the evidence is now online, and stored on a student's devices. Parents can help the school by accessing this information, keeping a log of incidents, collating screenshots, and other examples of the intimidating behaviour, and creating a timeline of events.

The above approach by parents is exceptionally helpful as it enables the school to investigate the matter fully, build a picture of the types of behaviour, identify the individual or individuals involved, and the scale of behaviour occurring – is it bullying or is it the normal type of behaviour displayed when children fall out with each other? Both require resolving - the former under the school bullying policy and the latter under the school's broader duty of pastoral care.

### **Raising concerns and seeking review**

Where parents believe that a pattern of behaviour is forming they should raise concerns with their son/daughter's form tutor who will carry out an initial investigation to determine which if any level the behaviour fits into. If the matter is serious and obviously fits into Level 2 or Level 3 then you should contact the Head of Year or relevant Deputy Headteacher (Pastoral & DSL) directly.

If following the relevant investigations by the Tutor, Head of Year and Deputy Headteacher (Pastoral & DSL) you remain unhappy about the outcome you should contact the Headmaster directly who will investigate, review their findings and write back to you with any further recommendations or actions.

*This policy forms part of the school's wider suite of behaviour policies.*

## **Supporting Organisations and Guidance**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- 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)
- 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)

### **Cyberbullying**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- 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)

### **LGBTQ+**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **SEND**

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

### **Racism and Hate**

- 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)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)