KING EDWARD VI
SHELDON HEATH
ACADEMY

Anti Bullying Policy

Responsible Board/Committee	SGB
Policy Type	Academy Policy
Policy Owner	M Billyeald
Statutory	Yes
Publish Online	Yes
Last review date	March 2026
Review Cycle	Every 2 years This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
Next Review Date	Spring 2028
SGB Approval Date	March 2026

Other relevant guidance and legislation

- See Section 2

Other relevant documents:

- Staff Safeguarding Children Policy
- Equal Opportunities Policy
- Behaviour Policy
- Safeguarding Policy
- Suspensions and exclusions Policy

- Staff Safeguarding Children Policy
- E-safety Policy
- BFL Student and Parent Handbook
- The KESH Academy Home School Agreement
- Mobile phone policy

Introduction

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.

Bullying can have a destructive and harmful impact on the lives of children and young people. It not only affects those being bullied but also those who bully and those who stand by without intervening or seeking help. It can lead to feelings of self-doubt, lack of confidence, low self-esteem, depression and sometimes even suicide. It can also affect the ability of a child or young person to enjoy, achieve and to be healthy, both physically and emotionally.

Bullying is usually persistent and is often covert, and is a conscious attempt to hurt, threaten, or frighten someone. Bullying impacts on its victims' attendance and attainment at school and can have a lifelong impact on some young people's lives.

1. Definition of Bullying

The Academy follows the DCSF Safe to Learn, 2007, guidance which defines bullying as: "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally". Bullying can be direct or indirect 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.
- Learner on learner abuse.
- Prejudice related 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

(Macpherson report 1999)

- 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.
- Transphobic or bi-phobic bullying.
- 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 is on the increase and involve students receiving threatening or disturbing messages from possibly anonymous callers. It can also include comments posted on social media.

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.
King Edward VI Sheldon Heath Academy recognises that AI has many uses to help pupils learn but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
King Edward VI Sheldon Heath Academy will treat any use of AI to bully pupils in line with our behaviour policy.

2. Aims of the Policy

- To assist in creating an ethos in which attending the Academy is a positive experience for all students
- To make it clear that all forms of bullying are unacceptable within the Academy
- To enable everyone to feel safe while attending the Academy 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

3. Intervention

The Academy applies a wide range of strategies to address incidents of bullying in including all aspects of child-on-child abuse. We consider the motivations behind such behaviours and

will always investigate thoroughly to 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/carers 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. Involve students to ensure that all 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 our 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, including protected characteristics. In addition, 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.

4. Responding to incidents when they occur

The Academy works to ensure that parents/carers 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, Pastoral Manager or Head of Year or any member of staff they feel comfortable talking to.

- Students who see others being bullied should report this to their form tutor, Pastoral Manager or Head of Year 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 Year, Pastoral Manager or to a member of the Senior Leadership team and record the incident on a child-on-child abuse form. This will then be passed to the Head of Year who will arrange for the details to be logged on CPOM's.
- All reports of bullying will be taken seriously and will be followed up by the appropriate pastoral team.

b) The Academy will provide support to students who are bullied in some of the following ways:

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

5. Roles and Responsibilities

All Academy staff will:

- Foster self-esteem, self-respect and respect for others and promote the Academy ethos.

- Demonstrate by example the high standards of personal and social behaviour expected of all students.
- Discuss bullying and learner on learner abuse 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 Year, Pastoral Manager or to a member of the Senior Leadership team and log this on a 'learner on learner abuse' form.
- 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.

Anyone who becomes the target of bullies should:

- Ensure that they report any issues to staff so that they can be addressed promptly.

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 Year, 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 Year, Pastoral Managers and the Vice Principal for Student Development will:

- Ensure that all Academy staff follow this policy and are aware of their role and responsibilities.
- Ensure the delivery of a pastoral curriculum that promotes the Academy's ethos and values in all matters relating to anti-bullying and anti-harassment protected characteristics and learner on learner abuse.
- Maintain an accurate log of all bullying incidents and follow up actions using CPOM's and 'child and child abuse' forms.
- Ensure that any reported incidents are followed through in accordance with this policy.
- Regularly analyse prejudice relate incidents and incidents of bullying/learner on learner abuse to identify any trends and patterns that are emerging
- 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.
- The student welfare committee receive reports on child on child abuse and bullying throughout the year.

Everyone should:

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

6. Monitoring

All reported incidents of bullying or harassment must be:

- recorded on the Academy's 'child on child' abuse sheets.
- recorded on CPOM's.

Where appropriate bullying incidents will be discussed in the fortnightly safeguarding meeting.
Bullying incidents will be reported to the student welfare/curriculum governing body
This policy will be reviewed every two years, unless there is a need to review earlier.