

KING EDWARD VI HIGH SCHOOL

- A LANGUAGE COLLEGE -

Anti-Bullying Policy

**Encouraging and supporting all our learners to
"Be the best that they can be"**



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| Approved Date | October 2013 |
| Headteacher | J Christey |
| Governor | A White |
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King Edward VI High School promotes the safeguarding and welfare of all students in its care: all policies support the "Safeguarding Policy", are fully consistent with the "Every Child Matters" agenda, and fully support the principles of equal opportunities for all.'

1. Background of the School

King Edward VI High School is a co-educational, comprehensive day school administered by the Staffordshire County Council Education Authority. It serves mainly the west of Stafford to the Shropshire border, and admits students aged between 11-18 years. At present, there are approx 1000 pupils in the school. The school is situated just off the Newport Road at the top end of West Way, and is situated in a large extensive site bordered by Newport Road, Rowley Avenue, and Rowley Park.

The school has traditionally taken students from Western Downs, the Rowley Avenue area, Forebridge, Doxey, the top end of the Highfields estate and the villages to the west of Stafford i.e. Bradley, Derrington, Seighford, Haughton, Gnosall, Church Eaton, and Woodseaves.

There are positive links with our primary partnership schools – St Lawrence in Gnosall, Haughton, Church Eaton, Castlechurch, The Grove, Doxey, Woodseaves, St Paul's, St Leonard's, and Cooper Perry.

2. Development Process

This policy has been developed, implemented and will be reviewed by all members of the school, pupils, (through school council, in practise through the work of the buddies, working parties and the tutorial programme), non-teaching staff, teachers, parents/carers, link governors and governors of the curriculum sub committee. Members of the wider school community e.g. school health advisers, Connexions, the police liaison officer, YOT, QLS adviser for PSHE, Samaritans, educational psychologist, youth, and community workers, EWO, and our primary partnership schools have been asked for their views and contributions.

The purpose of this is to ensure:

- Their views, feelings and needs are taken into account
- That they fully understand their roles and responsibilities
- That they feel ownership of and commitment to the policy.

This policy takes full account of the latest information from the DfES "Bullying: don't suffer in Silence (2002), information from the National Children's Bureau, the Anti Bullying Alliance (2005) and the Every Child Matters Agenda.

3. Dissemination and Location

The Anti-Bullying policy will be disseminated through the pupils via school council, focus groups, planners, school web site and the tutorial teaching programme, teaching and non-teaching staff through staff meetings, parents through parent meetings, and via the school web site. To governors via curriculum and full governors' meetings. Copies will also be made available to those external agencies linked to the school. A reference copy of this policy can be located within the school office.

Parts of this policy may be replicated in other school publications.

It will also be included in induction sessions for new parents, staff, and governors.

4. The Context of the Policy and its relationship to other policies

King Edward VI High School provides a caring and safe environment in which each individual pupil is challenged to achieve his or her best. They are encouraged to do this through developing high standards in their work, as well as in self-discipline, tolerance, and mutual respect. **All teaching and non-teaching staff are expected to provide role models, setting the highest standards of professionalism in their commitment to, and care of, pupils.** It is recognised that the quality of teaching is of paramount importance, linked to relevant and challenging schemes of work. At the heart of our school is the pupil, and our belief that pupils should take responsibility for their own learning and their school, and that through this they go on to leave King Edward's having achieved their best and prepared for life.

The policy links directly to many of the school's policies and practices including Personal, Social, Health and Economic Education, SEAL, Citizenship, Behaviour, Attendance, School Visits, Confidentiality and Child Protection, E safety, Racial Equality, Disability Equality Scheme, Health and Safety, SEN and Inclusion and Equal Opportunities.

Each Year the policy is reviewed in order that all new students and staff are aware of the principles and procedures at the school, whilst raising awareness again to the rest of the school population as well as reviewing its relevance to the ethos and practice within the school. This takes place in the autumn term, and links with the National Anti Bullying Alliance's anti-bullying week. The school has successfully gained the Staffordshire Anti-Bullying Pledge in 2008 and 2009, for its policy and practice with Anti- Bullying.

5. Local and National Guidance

Advice and expertise, in the production of this policy, has also been sought from National documents: Bullying-Don't Suffer in Silence (DfES 2002), Race Relations (Amendment) Act 2000, Education Act 2002, Children Act 2004, NHSS 1999, and Secondary National Strategy – behaviour and attendance action plan toolkit- Bullying, 2004.

Locally through the Staffordshire County Council, the PCT and advice and support from voluntary organisations.

6. The Purpose of the King Edward VI High School's Anti Bullying Policy.

The overall aim of the school is to **"prepare young people for life and to be at the heart of the wider community it serves"**

The school's anti bullying policy reflects the whole school ethos and the understanding that to be a Healthy School, the emotional health, well-being and the personal, social and health education of all pupils and staff needs to be met. The policy also supports the Children's Act of 2004 and the Every Child Matters five outcomes.

The aims of this Anti-Bullying policy are:

- To raise awareness of bullying.
- To ensure that all pupils and staff are aware of this policy and fulfil their obligations in relation to it.
- To acknowledge and clarify the school's role in anti-bullying education and ensure it is appropriate to pupils' needs.

- To ensure that the school takes a whole school approach on the issue of anti-bullying; as part of its commitment to being a healthy and safe school.
- To ensure that teachers are confident and skilled to teach anti-bullying education through training and support.
- To provide information about procedures in response to any anti-bullying incident and provide guidance to teachers, support staff and outside visitors.
- To support pupils who are concerned about bullying.
- To enable pupils to improve their self-esteem and self confidence
- To enable pupils to develop assertiveness in appropriate situations.
- To ensure and provide support for those pupils most at risk.
- To have clear procedures for responding to anti-bullying incidents, with sanctions for incidents consistent with the school's behaviour policy.
- To provide accurate information about bullying to staff and pupils.
- To enable young people to identify sources of appropriate personal support.
- To bring about conditions in which bullying is less likely to happen in the future
- To reduce and if possible to eradicate instances of all types of bullying.
- To record, monitor and report incidences of bullying and ensure monitoring, evaluating and regularly reviewing the effectiveness of prevention and responses to bullying.

7. Definition of School Boundaries

The school believes that bullying in school during the school day or on school visits is unacceptable. The school will continue to have an interest and concern for all students as they travel to and from school, but do not have a responsibility for incidents that happen at these times. School recognises, however, it has a responsibility to victims and will offer support and advice on external agencies offering help.

The school also recognises that it has a duty of care to meet the welfare and support needs of vulnerable groups of students. These vulnerable students include those that would be identified by the Child Protection policy and may include the homeless, looked after children, truants, excluded pupils, sexually abused, prostitutes, pupils in contact with mental health issues and the criminal justice system, as well as children of parents with drug and alcohol problems.

8. Confidentiality

Teachers cannot and should not promise total confidentiality. The boundaries are made clear to pupils, by staff prior to disclosure. If a pupil discloses information, which is sensitive, and not generally known, which the pupil asks not to be passed on, the request should be honoured unless this is unavoidable, in order for teachers to fulfil their professional responsibilities in relation to:

Child protection: any referrals to be made to the designated Child Protection person
Where a life is in danger
Co-operation with a police investigation
Referrals: to external services.

In all cases, it is hoped that the pupil's agreement can be secured. This judgement will be based upon the seriousness of the situation and the degree of harm that the pupil may be experiencing, the pupil's age, maturity, and competence to make his or her own decisions.

Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/ guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local help lines, if appropriate, where confidentiality can be maintained.

9. What do we mean by Bullying?

Bullying is a subjective experience that can take many forms. From accounts of children and young people and research on the topic, Bullying is defined as The intentional, repetitive, or persistent hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be done face to face, through third parties or through sending messages or images by e-mail, text or over the internet. It can be physical and emotional, including:

- Name calling
- Taunting
- Threats
- Mocking
- Making offensive comments
- Physical abuse e.g. hitting, pushing, pinching or kicking
- Taking and damaging belongings
- Receiving abusive text messages or e-mails
- Being forced to hand over money
- Being forced to do things they do not want to do
- Being attacked in any way due to religion, gender, sexuality, disability appearance or racial or ethnic origin
- Excluding people from groups
- Spreading of rumours

Children and young people can both bully and be bullied at the same time.

Although some children are vulnerable to bullying because of physical characteristics (such as height, weight or hair colour) or social characteristics (such as where they live, ethnicity, religion, disability of any kind or their sexuality); anyone can be bullied for any reason or difference.

10. Who is Bullied?

All children are potential victims of bullying.

A victim of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment and/or victimisation is an abuse of power and is intended to frighten, intimidate or harm. Victims commonly find it difficult to counteract bullying behaviour, or to report their experiences to those who may be able to help them.

There are two main types of victims of bullying:

Passive victims: anxious, lacking in self-confidence, physically weak and unpopular. They do nothing to provoke attacks and do little, if anything to defend themselves.

Provocative victims: physically strong and active. They may have problems with concentration, which causes tension and irritation to those around them, provoking other children to turn on them. Adults, including the teacher may actively dislike them, and they may try to bully weaker students.

11. Definition of Bullies

The term bully is certainly more complex than stereotypes imply, as are their victims. School based research has found there are three main types of bullies:

Confident bullies: physically strong, enjoy aggression, feel secure, average popularity

Anxious bullies: weak academically, poor concentration, less popular, less secure

Bully/victim: bullies in some situations, bullied in others, very unpopular

Bullying and the Role of the Group

The majority of children within a school are not involved in bullying themselves. However, they are likely to know that it is happening.

Bullying is commonly a group activity, often with one perpetrator taking a leading role. Other children may be present and may play a number of subsequent roles. They may be broadly described as either colluders or bystanders.

Colluders may assist the bully or may encourage the bullying by laughing, shouting, and watching. Bystanders may be present, but may remain uninvolved whilst some children may either intervene directly to stop the bullying or may go and tell an adult.

In developing effective strategies, King Edward's aims to recognise the importance of this group behaviour. Harnessing peers in a positive way is effective as part of a whole school approach to tackling bullying, through:

- Attaching high importance to challenging bullying as part of a strong school ethos
- Training for non-teaching staff, including lunchtime supervisors, volunteers etc.
- The curriculum
- Assemblies and Thought for the Week
- Pastoral support systems
- Buddies trained in peer counselling and peer mediation
- School Council work
- Student leadership team roles
- 6th form duty systems
- Co-operative approaches to group work
- Improving mechanisms for reporting bullying
- Use of the school web site

12. The Impact of Bullying on Children and Schools

Victims: King Edward's recognises that in the short term, victims of bullying may become unhappy and distressed. Their self-image is damaged and they may feel anxious and insecure. This may affect their concentration, their learning, and their achievement and can contribute to problems with attendance, motivation and general health and well-being. They may begin to view themselves as failures.

Extreme cases have led to suicides in other establishments. Victims can be supported through school and external procedures.

Bullies: King Edward's recognises that those who bully successfully are likely to continue using bullying behaviours in their relationships with other children and adults. This can become part of more generally anti-social and disordered behaviour patterns. This can be monitored and responded to through the bullying log system.

School: The reputation of the King Edward's would suffer if we were not seen to address concerns about bullying positively and raise the profile of our anti-bullying work among the whole school community. This positive pro-active work can be publicised by many means including word of mouth, school web site, and through primary transition work.

Academic Attainment and Attendance: King Edward's recognises that bullying impacts negatively on the achievement of individuals in school and consequently on the achievement of the school as a whole. Children who do not feel safe at school are unlikely to perform to the best of their ability academically and commonly lack confidence, concentration, and motivation. Bullying can also have a major effect on attendance, with those truanting or refusing to attend school frequently citing bullying as a factor in this behaviour. King Edward's responds to this quickly by introducing strategies of support to enable the pupil to return to school safely and confidently. A healthy and supportive school ethos is arguably one of the most important anti-bullying tools a school possesses. King Edward's is actively working towards A Healthy School Status.

Bullying, Child Protection and Looked After Children

In some cases, bullying behaviours can be linked to complex abusive experiences the child him/herself may have had or are having, in the home environment. Increasingly agencies are concerned that violence between partners in the home, for example, can lead children who experience it to begin to see it both as normal and acceptable behaviour and begin to model it themselves. A child who has been subject to abuse; (sexual, physical, emotional or neglect), is likely to have low self-esteem and lack confidence. This may mean they are more prone to being bullied than a child who has not had these experiences. Such children are also less likely to trust adults and may well be reticent about 'telling'. All staff within the school (including non-teaching staff, such as TAs and volunteers) know who the designated teacher with responsibility for Child Protection is, and how they implement Child Protection procedures, including those relating to reporting concerns about children involved in bullying. Training has taken place in 2006 and is included in induction courses for new staff, newly qualified staff and associate teachers. Child Protection training takes place every three years but more often if deemed necessary.

All Looked after Children have a Personal Education Plan, which is led by children's services. This plan, where applicable, will have anti-bullying strategies with reviewing and monitoring in place. Robust home-school liaison is also evident to help and support a Looked after Child who is experiencing bullying.

Racist Bullying

King Edwards also recognises that racist bullying and individual incidents are unacceptable, and in some instances criminal. Schools are required under the Race Relations (Amendment) Act 2000 to have a Race Equality Policy, to actively promote race equality and to record and report racial incidents. This is also

included within the school's Equal Opportunities Policy. Racist bullying can be very complex, rooted in historic cultural problems or current events, and not apparent to outsiders. If the victim or anyone perceives an incident as racist, it must be investigated and reported as a potential racist incident. Incidents are recorded and reported to the LEA. An understanding of the issues involved in racism is taught to all students through the tutorial, citizenship and Religious Education programmes.

Bullying of Children from Faith Communities

King Edward's are aware that some individuals are targeted for bullying because they adhere or are perceived to adhere to a particular faith. Such bullying is sometimes connected to racist bullying.

Homophobic Bullying

King Edward's recognises that this involves the targeting of individuals based on their perceived or actual sexuality or sexual orientation. Homophobic bullying can also include name-calling, such as the use of the word "gay" as an insult. Individuals may be commonly singled out for abuse if they do not conform to a stereotypical masculine or feminine gender image.

Gender Bullying (Sexual Harassment)

Sexual harassment or bullying by gender is cited by pupils. Gender stereotypes and the experiences some children have of adult relationships can contribute to gender bullying. Examples include name-calling, use of sexual innuendo and unwanted propositioning and commenting on appearance and attractiveness.

Bullying due to ability, disability or SEN

Pupils with SEN or disabilities may not be able to explain experiences as well as other children. However, they may also be at greater risk of being bullied. Children with behavioural problems may become 'provocative victims'. This behaviour may need to be addressed as a behaviour target on an individual's education plan or on their pastoral support programme.

Young people of high academic ability and those who work hard at school may also be targeted.

Cyber Bullying

Bullying using modern methods of technology, which reflect the changing socialising of young people is very much on the increase. This can and does include text messaging, phone calls, picture/video clips from mobile phone cameras, emails, chat rooms, instant messaging and via web sites. King Edwards recognises that there are many opportunities in and out of lessons for this to take place and are becoming increasingly vigilant in an effort to monitor, record and deal with incidents. Many of the incidents take place in the child's own home and we work actively to keep parents informed of how to keep their child safe on line.

13. King Edward's- Anti-Bullying Strategies – the health, safety and the needs of Pupils

In response to shared concerns at a local and national level, school wishes to state that as part of its care for the safeguarding and welfare of its pupils, the school believes it has a duty to inform and educate young people on the consequences of bullying. The school takes a pro-active stance on this matter, believing that anti-bullying education is a vital part of the personal and social education of every pupil. This is delivered specifically through the tutorial system but is also witnessed within the ethos of the school, and modelled in behaviour by teaching and non-teaching staff.

14. Staff with key responsibility for Anti-Bullying

Whilst all staff, teaching and non-teaching have a duty to uphold the principles of the policy, and be vigilant for signs in the classroom and around school, it is usual that Tutors, Year Progress Leaders and Key Stage Managers will all have key roles in its implementation. In addition to this;

Every Child Matters Leader with responsibility for PSHEE/ Citizenship co-ordinator whole school.

Designated Child Protection person

Curriculum co-ordinator for PSHEE KS3/4 and 5

Citizenship Co-ordinator KS3/4 and 5.

Link Governor for Healthy Schools/PSHEE

Link Governor- Child Protection

15. Anti-Bullying Education, Methodology, and Resources

The right to attend education without fear is covered by a number of articles in the UN Convention on the Rights of the Child. An evaluation of all materials used is sought from both pupils and staff in order to ensure its relevance and appropriateness. Young people's "Focus groups" are also used to highlight improvements to the delivery and content of the programme.

As part of our inclusion policy, anti-bullying education is also delivered to the young people in the learning support unit using content and methodologies appropriate to their knowledge, understanding, and skills. All anti-bullying awareness education/intervention will operate through the PSHE and Tutorial programme, schools' pastoral support system, and other relevant staff to ensure sensitivity to the young people concerned.

King Edward VI High school feels it is important that anti-bullying education is delivered in a safe, secure and supportive learning environment.

We believe that the following elements are essential to ensure this:

- ☑ The establishment of clear ground rules, understood by all, covering confidentiality, right to privacy and respect of boundaries
- ☑ The use of distancing techniques, including depersonalised discussions, role play and theatre in education.

In King Edward VI High school, young people are encouraged to develop confidence in talking, listening, and thinking about bullying through a carefully planned and constructed PSHEE/Citizenship tutorial curriculum in KS3, 4 and 5, and through the learning objectives of SEAL that run through the entire curriculum. The core principles of teaching and learning are:-

- ☑ To ensure that every pupil succeeds through the provision of an inclusive education within a culture of high expectations
- ☑ To build on what pupils already know: with teaching structured and paced to ensure that they understand what is being taught and how.
- ☑ To ensure that learning is vivid and real, developing understanding through enquiry, e-learning and group problem solving
- ☑ To make learning enjoyable and challenging with teaching techniques and strategies matched to a range of learning styles
- ☑ To promote assessment for learning: making pupils partners in their own learning and allowing time for reflection and consolidation

Anti-bullying education is firmly rooted within the non-statutory framework for PSHEE and the statutory curriculum for citizenship and RE at Key Stages 3 and 4. It is not delivered in isolation. Many opportunities exist throughout the curriculum for promoting anti-bullying education. The programme is developmental and builds on young people's existing knowledge, experiences, and perceptions. There is progression across key stages. Consideration is given to pupil's needs, ethnic origins, and culture. All tutor and PSHEE groups are generally mixed ability and gender. The programme demonstrates educational inclusion in respect of the new Ofsted framework.

The content of the **scheme of work** can be viewed by contacting the school directly.

Anti-Bullying Education is delivered in the main by teaching staff, tutors as well as trained PSHEE teachers, but where appropriate professionals such as police, school health advisers, as well as other outside visitors may contribute to the programme and will be aware of the school's anti-bullying policy.

Teachers have access to on-going support and training as part of their own professional development and teaching materials are reviewed regularly for quality and relevance. The school actively co-operates with other agencies such as community police, social services, the LEA, Young Offenders Institutions, Health and voluntary agencies to deliver its commitments to anti bullying education.

The introduction of peer mentoring programmes and buddies also promote anti bullying methodologies.

16. Staff Support and Training

Teaching Staff are fully supported with in house training, opportunities for further external training, the use of optional twilight sessions and the expertise of trained staff, and external professionals. It should also be noted that Teaching Assistants have also been encouraged to attend Buddy Training, Counselling and Mediation courses to increase their knowledge and awareness. All staff have access to copies of the Anti-Bullying Policy and the procedures in the management of incidents within school. The school counsellor and the school nurse offer practical advice and support for staff and students. The counsellor, funded through the C&LP also links with any community issues and offers mediation and support to students and their families where needed.

17.Procedures and Dealing with incidents – A Whole School Approach

Role of pupils in recording a bullying incident

Follow the school guide to reporting and dealing with bullying incidents (**see Appendix 1**) this can be found in all organisers

King Edward VI High School Guidance for Parents

Supporting and Involving Parents and Carers

Fundamental to the school's values and practice is the principle of sharing the responsibility for education of young people with their parents, by keeping them informed and involved at all times. Effective communications and co-operation is essential to the successful implementation of this policy. At King Edward's the

support and involvement of parents is seen to be key to successful anti-bullying initiatives. Young people are less likely to suffer if they can talk openly with parents/carers. Steps that have been taken to ensure parental involvement include:

- Regular consultation and communication with parents about bullying, its causes and its effects
- Taking steps to overcome language barriers and to recognise cultural diversity when involving and consulting parents
- Awareness of the need to balance parental involvement, with confidentiality. Students experiencing homophobic bullying are often particularly reluctant to involve their parents
- Ensuring all school staff are aware of the school's bullying policy so that they can respond appropriately and sensitively if approached by a parent
- Involving parents of bullies and victims at an early stage
- Ongoing contact with parents of both bullies and victims to ensure the problem does not re-occur
- Made aware of the school's approach and rationale for anti-bullying education through the prospectus/school web site
- Involved in the planning and review of the anti-bullying programme and policy through focus groups or organisations such as the parents association.
- Given information about anti-bullying education and school policy through newsletters, parents' notice board and reports.
- Encouraged to support their child's learning at home by being informed about forthcoming topics either by letter or school web site.
- Able to access information about bullying and local and national sources of help via publications sent home or via help or web sites advertised on the parent site on the school web site.

Our advice to you if your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Keep a log of events
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's form tutor.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with this policy to see if agreed procedures are being followed.
- Make an appointment to discuss the matter with the next stage e.g. the progress leader, then the key stage leader and finally the Head teacher.
- If this does not help write to the Chair of Governors explaining, your concerns and what you would like to see happening.
- Contact Parents Partnership who can offer support and practical advice <http://www.staffordshire.gov.uk/health/childrenandfamilycare/spps>
- Contact Corporate Director (Children & Lifelong Learning) Peter Traves

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
- Check exactly when a threatening message was sent.
- Where necessary report incidents to the police.
- The following websites provide useful information to parents <http://www.childnet-int.org/kia/parents/cd/> or <http://www.digizen.org/cyberbullying/overview/> or <http://www.anti-bullyingalliance.org.uk/PDF/Keep-an-eye-on-it.pdf> or <http://www.internetsafetyzone.co.uk/>

Role of staff

Follow the school guide to reporting and dealing with bullying incidents. (See **Appendix 2** for Anti-Bullying Immediate Response Chart. In any event;

- **Staff should never ignore suspected bullying**
- Staff should not make premature assumptions
- Staff should listen carefully to all accounts-several pupils saying the same does not necessarily mean they are telling the truth.
- Adopt a problem solving approach which moves pupils on from justifying themselves, **follow up repeatedly**, checking bullying has not resumed.

18. Sanctions

When incidents of bullying have been identified, through the bullying log system there are several sanctions available:

- Removal the bully from the group (in class)
- Withdrawal of break and lunchtime privileges
- Detention
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum, these decisions would be made in consultation with the KS leader.
- Fixed period of exclusion
- DfES guidance explains "Where other strategies do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved. The department's updated guidance for LEA exclusion panels makes clear pupils responsible for violence or threatened violence should not normally be re-instated"

19 Monitoring, Evaluation and Reviewing

The Anti-Bullying policy will be reviewed by pupils and staff of the school on an annual basis. The policy will be monitored through discussion at Year Teams, Key Stage meetings and Pupil and Parent forums.

Data in the form of bullying logs will be collated and presented to staff, pupils, and governors. This should prove that:

- Staff are vigilant and deal with bullying
- The reported incidents of bullying decline
- More pupils are involved in reporting bullying when they witness it.
- The policy, practise, and curriculum will respond to need.

20. The Needs of Pupils

Pupils at King Edward's are made aware of and have access to up to date information on sources of help, through a variety of mediums. This includes local and national help lines, through PSHEE and Citizenship in tutorial and discrete PSHEE lessons, around school through the notice boards, the work of the Samaritans, Connexions advisers, school health adviser, peer mentors, buddies, the use of the school web site, tell "Eddie", - on eddie@kingedwardvi-stafford.staffs.sch.uk . There are also displays of information on the PSHEE notice boards.

If you are being bullied

Tell an adult or somebody you trust what has happened straight away.

Get away from the situation as quickly as possible.

Try to stay calm and look as confident as you can.

Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied

Tell a teacher or another adult you trust within school.

Tell your family.

If you are scared to tell a teacher or adult on your own, ask a friend to go with you.

Keep on speaking until someone listens and does something to stop the bullying.

Don't blame yourself for what has happened

When you are talking to an adult about bullying

Be clear about what has happened to you.

How often it has happened?
Who was involved?
Who saw what was happening?
Where it happened?
What you have done about it already?

If you experience bullying by mobile phone text messages or e-mail

Tell a friend, parent or teacher.
Be careful who you give your mobile phone number or e-mail address to.
Make a note of exactly when a threatening message was sent.
Save the evidence.

For contacts and details of where to seek help outside school see **appendix 3**

21. The Needs of Staff

Staff at King Edward's experiencing bullying issues are advised in the first instance to speak with their line manager. If this is not appropriate, staff are advised to contact either a member of the leadership group, their union representative, or the staff well-being co-ordinator.

22. The Role of Governors

Recognising the importance of governor involvement with Anti-Bullying, link governors, have been appointed with responsibility for Child Protection and PSHEE and Citizenship. The governors at King Edward VI High School are well informed on bullying issues as they affect school via their role on relevant committees; appeals and curriculum, and as they play an active part in the preparation, review and monitoring of the school's Anti-Bullying Policy. All decisions relating to this are reported to full Governors' meetings.

23. Liaison with other schools

King Edward VI High School has good links with all Stafford High Schools, through the Stafford and Stone District School Council who work together in order to deal effectively with bullying issues that may affect their schools and local communities. Contact is also made with our primary partnership schools (as indicated in section 1) to allow previous experiences to be taken into account when planning Anti Bullying Education at Key Stage 3. Links via the youth service are also made via the UK Youth Parliament events.