



Anti-bullying policy

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Committee	Handsworth Wood Girls' Academy School Governing Body
Policy Type	School Policy
Policy Owner	Assistant Headteacher – Welfare and Wellbeing
Statutory (Y/N)	Y
Publish Online (Y/N)	Y
Last Review Date	September 2026
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Next Review Date	September 2027



KING EDWARD VI Handsworth Wood Girls' Academy

Anti-Bullying Policy September 2026



KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY

Educational excellence for our City

Core Purpose

Scholarship

We empower students to think critically, stay curious, and embrace knowledge for life.
Rooted in HPL, this value ensures students build habits of high performance in every subject.

Character

We celebrate confidence, kindness, and determination.
Our girls lead with moral courage and compassion.

Community

We are proud to serve and represent our vibrant city.
We foster connection, diversity, and service to others.

Curious
Reflective
Hardworking
Enquiring

Resilient
Empathetic
Agile
Respectful

Collaborative
Inclusive
Compassionate
Responsible

Policy statement

All students have the right to go about their daily lives without fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of stress, affecting a student's well-being, behavior, academic and social development right through into adulthood.

King Edward VI Handsworth Wood Girls' Academy is committed to providing a caring, friendly and safe environment for all students providing opportunities for personal and academic progress. *All students and staff relate to each other with care and respect.*

1.1 Scope: This policy applies to all pupils and staff at the **Academy** irrespective of their age and whether or not a pupil is in the care of the Academy when and if **Bullying** behavior occurs.

1.2 Publication: This policy is provided to all parents and pupils in the student planners, staff firefly shared area and is also available on request in the Academy office. In addition, the policy is published on the Academy's website. This policy can be made available in large print or other accessible format if required.

1.3 Government guidance:

This policy has been developed with due regard to:

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children
- Equality Act 2010
- Online Safety Act 2023
- DfE Preventing and Tackling Bullying
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges
- The Safeguarding and Child Protection Policy

1.4 Policy aims: Through the operation of this policy we aim:

- to maintain and drive a positive and supportive culture among all pupils and staff throughout the Academy; and
- to deter Bullying behavior, detect it when it occurs, and deal with it by counselling and / or disciplinary sanctions and, if necessary, by permanent exclusion.

1.5 Bullying behavior

Bullying is behavior by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying may be:

- **Physical:** Hitting, kicking, pushing people around, spitting; or taking, damaging or hiding possessions
- **Verbal:** Name-calling, taunting, teasing, insulting or demanding money
- **Exclusionary behavior:** Intimidating, isolating or excluding a person from a group
- **General unkindness:** Spreading rumors or writing unkind notes, phone texts or emails; or
- **Cyberbullying:** Using the internet, mobile telephones, social networking sites (such as Instagram and snapchat) etc. deliberately to upset someone else (see section 3.1 below).
- **Sexual:** Such as talking to or touching someone in a sexually inappropriate way
- **Sexist:** This could be related to a person's gender or gender reassignment
- **Racist:** This could be regarding someone's religion or culture
- **Gender:** This could be related to a person's sexual orientation (homophobic)

This could also be:

- Related to pregnancy or maternity
- Related to a person's home circumstances
- Related to a person's disability, special educational needs, learning difficulties, health or appearance.
- Faith-based bullying
- Anti-Semitic bullying
- Islamophobic bullying
- Misogynistic behaviour
- Bullying related to protected characteristics under the Equality Act 2010

Bullying behavior is always unacceptable and will not be tolerated at the Academy because:

- It is harmful to the person who is bullied, and to those who engage in Bullying behavior, and those who support them, and can in some cases lead to lasting psychological damage and even suicide
- It interferes with a pupil's right to enjoy her learning and leisure time free from intimidation; and

- It is contrary to all our aims and values, our internal culture and the reputation of the Academy.

This policy will also apply to Bullying behavior outside of the Academy of which the Academy becomes aware.

2. Bullying and Safeguarding

The Academy recognises that bullying may constitute child-on-child abuse and, in some circumstances, a safeguarding concern. Bullying can cause significant physical, emotional and psychological harm and may indicate wider vulnerabilities or abuse.

All allegations of bullying will be taken seriously and recorded. Where bullying involves prejudice-based behaviour, sexual harassment, sexual violence, online abuse, exploitation, significant emotional harm, threats of violence, coercion or repeated targeting of a child, the matter will be referred to the Designated Safeguarding Lead (DSL) and managed in accordance with the Safeguarding and Child Protection Policy.

The Academy adopts a zero-tolerance approach to bullying and child-on-child abuse. Incidents will never be dismissed as banter, teasing, part of growing up or friendship issues.

2.1 Cyberbullying: Cyberbullying is the use of information and communications technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

Cyberbullying may include malicious communications, impersonation accounts, online harassment, exclusion from online groups, image-based abuse, sextortion, the sharing of nude or semi-nude images without consent, and the creation or distribution of AI-generated or manipulated images ('deepfakes').

2.2 Intention: Not all Bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of Bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A bully who

does not respond appropriately to advice or sanctions would ultimately be permanently excluded from the Academy.

2.3 Responsibility: It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of Bullying. A person may be vulnerable to Bullying because of her age, physical appearance, nationality, color, gender, sexual orientation, religion, culture or disability, or because she is new in the Academy, appears to be uncertain or has no friends. She may also become a target because of an irrational decision by a bully.

The Academy recognises that some students may be more vulnerable to bullying, including students with SEND, medical needs, mental health difficulties, children with social workers, looked after children, young carers and students who identify as or are perceived to be LGBT+.

2.4 Legal aspects: A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as a "tort" for which there can be legal consequences outside the Academy. Bullying behavior may also be regarded as threatening behavior or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

3 Anti-bullying culture

3.1 Ethos: Our expectation of all members of the Academy community is that:

- Everyone is accountable for reporting any incidents of Bullying
- A pupil or a member of staff who witnesses or hears of an incident of Bullying will report it
- A complaint of Bullying will always be taken seriously
- No one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

3.2 Equal opportunities: In Academy and in every year group:

- Discriminatory words and behavior are treated as unacceptable
- Positive attitudes are fostered towards people who are disabled and towards ethnic, cultural and linguistic groups within and outside the Academy; and
- Positive attitudes are fostered towards both sexes through the curriculum and tutorials.

3.3 Staff: Through their training and experience, members of staff are expected to promote an anti-Bullying culture by:

- Celebrating achievement
- Anticipating problems and providing support

- Disciplining fairly, consistently and reasonably, taking into account any special educational needs or disabilities of the pupil and the needs of vulnerable pupils
- Making opportunities to listen to pupils
- Acting as advocates of pupils.

3.4 Students: Through our pastoral care systems, pupils are informed and taught that Bullying will not be tolerated in the Academy. They are encouraged:

- To celebrate the effort and achievements of others
- To hold and promote positive attitudes
- To feel able to share problems with staff
- To turn to someone they trust, if they have a problem
- Not to feel guilty about airing complaints.

4 Anti-bullying systems

4.1 Contextual Safeguarding

The Academy recognises that bullying may occur beyond the school site, including online, within the local community, on public transport and through social media platforms. Where behaviour affects the safety, welfare or education of students, the Academy will investigate and take action regardless of where the incident occurred.

4.2 Vigilance: Members of staff are vigilant at all times but particularly:

- Before and after lessons
- In the queue for the Cafeteria and in the Cafeteria itself
- Outside of the school gates

4.3 Meetings: Bullying is regularly discussed in meetings between:

- Members of the senior leadership team
- Pastoral managers, pastoral team, safeguarding team
- Tutors and pupils in their tutor group; and
- Academy staff and year group staff

The result of these meetings is to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between a member of staff and a pupil, or between pupils so that strategies can be developed to prevent Bullying incidents.

4.4 Education: Measures are taken throughout each year to educate pupils about Bullying and this policy. These measures include:

- Personal, Social and Health Education (**Personal Development days**)
 - Anti-Bullying posters
 - Anti-Bullying messages are given in assemblies
 - Once a year we hold an Anti-Bullying week

4.5 Staff training: Appropriate training in all aspects of care is arranged to ensure that:

Pastoral Managers and other staff have the necessary professional skills, including;

- Awareness of the risk and indications of child abuse and Bullying, and how to deal with cases
- Have an opportunity to develop key skills to effectively support students

And in year groups, ensuring that:

- There is an adequate presence of staff
- Staff are actively involved with pupils in all areas of the year group when they are on duty
- Measures are taken to avoid boredom and lack of purpose among pupils
- There is space available for pupils' quiet withdrawal
- Good behavior and discipline is maintained.

Training will include:

- Child-on-child abuse
- Harmful sexual behaviour
- Sexual harassment and sexual violence
- Online safety and cyberbullying
- Prejudice-based bullying
- Protected characteristics and equality
- Vulnerability factors and contextual safeguarding

4.6 Students' responsibilities: We emphasize with senior pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other, in particular:

- All senior pupils have the opportunity for year group duties but senior pupils who do not wish to have extended responsibilities are not coerced
- The responsibilities of senior pupils are appropriately limited
- Members of staff expect prefects to offer supervisory support; and
- Year group and academy ambassadors receive training at the beginning of the academic year on how to control younger pupils sensitively, especially in giving punishments.

4.7 Record keeping and monitoring: Pastoral Managers and staff maintain records of the welfare and development of individual pupils.

In addition, every complaint or report of Bullying must be entered on CPOMs. The Pastoral Care Manager monitors CPOMs logs at the end of each term in order to enable patterns to be identified, both in relation to individual pupils and across the Academy as a whole and to evaluate the effectiveness of the Academy's approach.

4.8 Culture: When we drive and implement this policy we encourage every pupil to understand that:

- Every complaint of Bullying will be taken seriously
- Members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received
- There is a solution to nearly every problem of Bullying
- A pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no names basis; and
- The primary aim will be for the Bullying to cease, not the punishment of the bully unless this is necessary.
- The Bully may also need intervention and support

5 Procedures

5.1 Guidelines: The following procedures are a guideline except where expressed in the terms "should" or "must". The best guide is the experience and training of the staff.

5.2 Reporting Bullying complaints

- **Students:** A pupil who is being bullied, or who is worried about another pupil being bullied, should complain without delay and can do so in several ways. They can:
 - Tell her parents, form tutor, Pastoral Manager or a member of staff or a responsible older pupil; alternatively
 - Report incident via email
 - Report this by using the SAFE box
 - Contact the Academy Counsellor for advice
 - Contact Childline (0800 1111); or
 - Contact the Local Children's Services by telephone: 0121 3031888 for advice. Out of hours telephone number: 0121 675 4806
 - Report this to a trusted adult.
 - Speak directly to a member of the Safeguarding Team
 - Report concerns via a Wellbeing Ambassador or Anti-bullying ambassador
 - Attend the Wellbeing Drop-In Clinic
 - Email safeguarding@hwga.kevibham.org
- **Parents:** Parents who are concerned that their child is being bullied should inform their child's, form tutor, Pastoral Manager or DSL via phone or email without delay.
- **Staff:** This policy focuses mainly on the Bullying of pupils by pupils although it is recognized that a staff member could be a victim and on occasion may be perceived to be guilty of Bullying. Staff members who are concerned about being bullied or harassed should refer to the Academy's dignity at work policy which is set out in the King Edward Trust Employment Policies (these can be accessed on King Edward Multi Academy Trust website). Pupils and parents who feel that a member of staff is Bullying should report this in accordance with the procedures set out above in section 5.2. Complaints against teachers will be dealt with in accordance with staff disciplinary procedures.

5.3 Initial complaint: A person in authority who learns of alleged Bullying behavior should:

- Firstly, respond quickly and sensitively by offering advice, support and reassurance to the alleged victim, then

- Report the allegation to the pastoral manager of the victim and the alleged bully as soon as possible.

The pastoral manager must:

- Record the complaint on school safeguarding database cpoms.
- Contact the other pastoral manager (if applicable) to agree on a strategy, and on who will take the lead.

5.4 Assessment: The victim's Pastoral Manager will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation. All parties involved will complete a written statement.

The assessment will consider:

- The nature of the incident(s) - physical? Verbal? Exclusionary? Etc
- Is it a "one-off" incident involving an individual or a group?
- Is it part of a pattern of behavior by an individual or a group?
- Has physical injury been caused? Who should be informed - assistant headteacher? Parents? The academy's designated safeguarding lead? Children's social care services? The police?
- Can the alleged bully be seen on a no-names basis?
- What is the likely outcome if the complaint proves to be correct?

At this stage, the possible outcomes for an incident which is not too serious include:

- There has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully; or
- The complaint is justified in whole or in part, and further action will be needed (see range of action, below).
- It may be determined that the event is categorized as conflict

5.5 Serious incident: If a Pastoral Manager believes that serious Bullying behavior has occurred involving a pupil; or has recurred after warnings have been given to the "bully", she must inform the Headteacher and the Academy's Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead. The Designated Safeguarding Lead will then:

- Interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. She may decide to ask the pastoral manager to be present;
- Send a summary of his / her findings to the head, relevant pastoral manager and the assistant headteacher or lead dsl.
- The dsl will undertake a risk assessment where appropriate, considering the needs of both the victim and alleged perpetrator, ongoing risks, contextual factors and any safeguarding concerns.

- The Deputy Headteacher or the relevant Pastoral Manager will interview the alleged victim and bully separately:
 - To confirm the facts of the case, if considered necessary; and
 - To decide on the action to be taken in accordance with the range of action set out below.
- The Deputy Headteacher will notify the parents of the victim and bully giving them details of the case and the action being taken.

5.6 Range of action: When a complaint is upheld the range of responses will include one or more of the following:

- Advice and support for the victim and, where appropriate, establishing a course of action to help the victim including support from external services where appropriate
- Advice and support to the bully in trying to change her behavior. This may include clear instructions and a warning or final warning
- Consideration of the motivation behind the bullying behavior and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behavior. If these considerations lead to any concerns that the bully may be at risk of harm, the academy's child protection procedures will be followed
- A supervised restorative meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict.
- A disciplinary sanction against the bully, in accordance with the academy's behavior and discipline policy. In a very serious case or a case of persistent bullying, a pupil may be permanently excluded
- Action to break up a "power base"
- Moving either the bully or victim to another class after consultation with the pupil and her parents and the relevant staff
- Involving children's social care or the police
- Notifying the parents of one or both pupils about the case and the action which has been taken
- Such other action as may appear to the headteacher to be appropriate
- Logging the information on cpom's and arbor
- Restorative justice (appendix a)
- Suggesting online resources (appendix b)

5.7 Child on Child abuse: The Academy maintains an attitude of 'it could happen here' and recognises that child-on-child abuse can occur both inside and outside of school, including online. Abuse will never be tolerated, minimised or dismissed as banter, horseplay or part of growing up.

Child-on-child abuse is physical, sexual, and/or psychological maltreatment of another child or children, especially by another child often classified as a peer. Child-on-child abuse may result in actual or potential harm to a child and can occur anywhere, including the organizations, schools, or communities the child interacts with.

5.8 Child-on-child abuse includes, but is not limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive
- Non-consensual sharing of nude or semi nude photos / videos
- Upskirting
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical and sexual abuse
- Sexual harassment and sexual violence
- Emotional harm
- Cyber bullying
- Grooming children for sexual and criminal exploitation
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Initiation/hazing type violence and rituals

At HWGA we regularly cover topics of this nature to ensure our students and staff are aware of boundaries and the implications of abuse. These are delivered through drop down days and throughout PSHE curriculum.

We ensure that support is given to both the victim and perpetrator following any sanctions and investigations to support their understanding for the future.

Actions taken by the academy:

- Students kept separated
- Incident is logged on our Safeguarding system CPOMs
- Parents/carers informed
- Investigated by a member of the Safeguarding team
- Sanction according following schools' behavior policy where appropriate
- Education for both the perpetrator and victim
- Intervention and support provided where appropriate for both parties
- Risk assessment for students who may pose a risk where appropriate

6. Monitoring: The position should be monitored for as long as necessary thereafter.

Action may include:

- Sharing information with some or all colleagues and with pupils in the class so that they may be alert to the need to monitor certain pupils closely

- Ongoing counselling and support
- Vigilance
- Mentioning the incident at meetings of staff
- Reviewing vulnerable individuals and areas of the academy
- Liaison between Pastoral Managers, the outcome being recorded in the incident books

Bullying data will be analysed termly by the Pastoral and Safeguarding Teams to identify:

- Repeat victims
- Repeat perpetrators
- Vulnerable groups
- Locations and times of concern
- Prejudice-based incidents
- Trends linked to protected characteristics

Findings will inform staff training, curriculum planning and preventative intervention strategies.

7. Support for Victims

The Academy will ensure that students who report bullying are listened to, taken seriously and supported throughout the process. Victims will never be made to feel responsible for reporting concerns.

Support may include:

- Pastoral support
- Safeguarding intervention
- Wellbeing support
- Counselling
- Mentoring
- External agency involvement where appropriate
- Ongoing welfare checks and monitoring

8. **Formal complaint:** If the victim or her parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the complaints procedure outlined in the Academy Complaints Policy.

9. Review

This policy will be reviewed every two years by King Edward VI Multi Academy Trust to assess its effectiveness, and will be updated as necessary. In undertaking the review we will take into account the results of the monitoring as set out at section 4.6 above, as well as any changes in legislation and / or statutory guidance and other relevant information gathered (such as through a Bullying survey).

When bullying is disclosed

CONSIDER FOLLOWING ACTIONS

- RESTORATIVE CONVERSATIONS
- APOLOGIES
- ASK TEACHERS TO CONSIDER SEATING PLANS
- MENTORING

BULLYING DISCLOSED
STUDENT/PARENT/STAFF

HOY/PM SPEAK WITH THE STUDENT
STUDENT WRITES STATEMENT

HOY/PM ANALYSES STATEMENT

HOY/PM SPEAKS TO ALL STUDENTS NAMED ON STATEMENT
INDIVIDUALLY AND GATHERS STATEMENTS

CONFLICT IDENTIFIED

MEDIATION WITH ALL STUDENTS.
CONFLICT RESOLUTION AGREEMENT WRITTEN
AND SIGNED BY ALL STUDENTS

SANCTIONS ISSUED AS PER BEHAVIOUR POLICY

BULLYING IDENTIFIED

CAN THE CONCERNS BE ADDRESSED THROUGH
RESTORATIVE CONVERSATIONS WITH ALL STUDENTS
INVOLVED.

YES

NO

SANCTIONS ISSUED TO ALLEGED PERPETRATORS, PARENTS
OF ALLEGED PERPETRATORS INFORMED - DEPENDING ON
SEVERITY HOLD FACE TO FACE MEETING

PARENT OF VICTIM INFORMED OF ACTIONS TAKEN
AND OUTCOME.

VICTIM OFFERED SUPPORT. WEEKLY CHECK-
INS WITH HOY/PM FOR THE NEXT 6 WEEKS

ALLEGED PERPETRATOR
OFFERED SUPPORT
(MENTORING)

ORIGINAL DISCLOSURE, ALL STATEMENTS, DETAILS OF
INVESTIGATION AND OUTCOME UPLOADED TO CPOMS

Appendix A - Restorative justice

Restorative Justice is based on four key principles:

- RESPECT: for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY: taking responsibility for your own actions
- REPAIR: developing the skills within our school community so that individual students have the necessary skills to identify solutions that repair harm and ensure behaviors are not repeated
- RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain together in the same learning environment without any harm.

Appendix B - Sources of Support

The school recognises the importance of working with specialist organisations to prevent, identify and respond effectively to bullying, including cyberbullying. Staff, pupils and parents/carers may access support, guidance and resources from the following organisations:

- Childnet International provides specialist resources, guidance and educational materials for schools, parents/carers and young people on online safety, digital wellbeing and cyberbullying. Childnet offers practical tools to help schools prevent and respond to online bullying incidents. Website: <https://www.childnet.com/> (Accessed: 23 September 2026).
- Internet Matters provides advice, resources and practical tools to support parents/carers, schools and young people in navigating online safety issues, including cyberbullying, social media use and digital resilience. Website: <https://www.internetmatters.org/> (Accessed: 23 September 2026).
- Thinkuknow, delivered by CEOP Education, provides age-appropriate resources and guidance for children, young people, parents/carers and professionals on staying safe online and responding to online harm.
- Website: <https://www.thinkuknow.co.uk/> and <https://www.ceopeducation.co.uk/> (Accessed: 23 September 2026).
- The UK Council for Internet Safety (UKCIS) publishes guidance and resources to support schools in promoting online safety and responding effectively to online risks and harms affecting children and young people. Website: <https://www.gov.uk/government/organisations/uk-council-for-internet-safety> (Accessed: 23 September 2026).
- The Anti-Bullying Alliance (ABA) provides guidance, training, resources and best practice advice to support schools in preventing and addressing all forms of bullying, including cyberbullying, prejudice-based bullying and bullying affecting vulnerable groups of pupils. Website: <https://anti-bullyingalliance.org.uk/> (Accessed: 23 September 2026).
- NSPCC and Childline provide information, advice and direct support for children, young people, families and professionals. Childline offers confidential support for children affected by bullying, while NSPCC provides resources to help schools develop effective anti-bullying practice. Websites: <https://www.nspcc.org.uk/> and <https://www.childline.org.uk/> (Accessed: 23 September 2026).
- The UK Safer Internet Centre provides guidance, resources and professional support on online safety issues, including cyberbullying, online abuse, sextortion, harmful online content and emerging digital risks. Website: <https://saferinternet.org.uk/> (Accessed: 23 September 2026).
- The Diana Award Anti-Bullying Programme provides Anti-Bullying Ambassador training, pupil leadership opportunities and educational resources to support schools in developing a proactive, whole-school approach to preventing bullying. Website: <https://diana-award.org.uk/our-programmes-and-initiatives/anti-bullying/> (Accessed: 23 September 2026).

The school will regularly review and update the resources and organisations referenced within this policy to ensure that support remains aligned with current legislation, statutory guidance and best practice.