



## RIKKYO SCHOOL IN ENGLAND

### Anti-Bullying

Date	Review Date	Coordinator	Headmaster
16/01/2019	12/01/2020	Mr.T. Okuno	Mr.T.Sato

We believe this policy relates to the following legislation:

- Children Act 1989
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Education (Independent School Standards) (England) Regulations 2014

The following documentation is also related to this policy:

- Action on Bullying (Estyn 2014)
- Bullying: Effective Action in Secondary Schools (Ofsted)
- Cyberbullying: Supporting School Staff (DCSF)
- No Place for Bullying (Ofsted 2012)
- Preventing and Tackling Bullying - Advice for School Leaders, Staff and Governing Bodies (DfE)
- Keeping children Safe in Education
- Mental Health and Behaviour in School
- Behaviour and Discipline in School Guidance (DfE): Statutory Guidance for Schools and Colleges (DfE)
- Counselling in schools a blueprint for the future: advice for school leaders and counsellors (DfE)

We wish to endorse the School Standards and Framework Act 1998 by having in place an effective Anti-Bullying Policy that demonstrates good practice in order to prevent bullying among pupils.

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care.

There are many definitions of bullying, but most consider it to be as intentionally hurting another person either physically or emotionally. On occasions, it might be possible that thoughtless behaviour which causes pain, unhappiness, humiliation or suffering of another can also constitute bullying.



## RIKKYO SCHOOL IN ENGLAND

Bullying is often repeated over a period of time, but it can also be a one-off incident which leaves a victim traumatised and nervous of future recurrence and it is usually difficult for victims to defend themselves against.

Bullying activities can take many forms, including physical (including any threat of violence), sexual, verbal (including cyber-bullying via email, social media, gaming or instant messaging) and emotional (for example by excluding, spreading of malicious rumours, name calling and being sarcastic). Teasing and low level disruptive behaviour such as “banter” and “horseplay” become bullying when they cause another person to feel victimized. Bullying can also involve manipulating a third party to torment or tease someone. It can be hidden and subtle or overt and intimidating. It often involves an imbalance of power which can be physical, psychological, intellectual or by having the capacity to socially isolate the victim.

“Initiation ceremonies” intended to cause pain, anxiety or humiliation are also bullying activities, as well as the deliberate exclusion of others from social groups that form in classes, houses, dining hall or elsewhere, causing distress and isolation. The erosion of self-esteem, and in certain cases the taking or spoiling of possessions may also be classed as bullying.

Bullying is often motivated by prejudice against particular groups and may involve actions or comments about a person’s race, religion, culture, sex, gender reassignment, special educational needs, or disability. It may be motivated by actual or perceived differences, for example due to a person’s appearance, health, home circumstances, or because a child is adopted or a carer.

Teasing is common amongst friends and families and is a “playful way of provoking a reaction, but without the intention to cause hurt”. But if children feel that a joke has crossed a line and offended someone it is important to support them. If this happens regularly this could be bullying rather than teasing. Banter is the “playful and friendly exchange of teasing remarks”. As teasing, it can cross a line and hurt someone in which case intervention is required. Malicious banter is intended to humiliate someone in public and is not acceptable.

Bullying behaviour should not be dismissed as teasing, banter or horseplay.

Bullying which takes place by using technology such as the misuse of mobile phones, Ipads and computers is Cyber-Bullying and is dealt with in our Cyber-Bullying Policy. Cyber-Bullying in any form is not tolerated by the school and we require all pupils to adhere to our IT policies and to sign the Acceptable Use of ICT Agreement.

All forms of bullying erode self esteem and are damaging for school life. If bullying is left unaddressed it can have devastating effects on individuals. This includes ongoing low level disruption, which, if left unchallenged or dismissed as insignificant, can have a consequential impact on the targeted individual.



## RIKKYO SCHOOL IN ENGLAND

It is our duty to look out for all signs of bullying and to take the appropriate action to investigate and stop it.

Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively as we wish to promote the wellbeing of all pupils.

A bullying incident may be of a nature that safeguarding concerns need to be raised. This would be the case if there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. In this case the school's Child Protection and Safeguarding Policy is applicable and the incident needs to be reported to the Designated Safeguarding Lead.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### Aims & Objectives

- To protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all children.
- To look out for all signs of bullying and to take the appropriate action to stop it.
- To develop a school environment that is both safe and secure for all pupils.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.
- To work with other schools to share good practice in order to improve this policy.

### Education and Prevention

We take preventative measures to create an environment that prevents bullying from becoming a problem at the school in the first place.

- The School promotes an ethos of good behaviour and has high expectations of the behaviour of all pupils;
- New pupils are briefed on the expected standards of behaviour and all pupils are reminded regularly of what is expected from them;
- We educate pupils about bullying and our response to it in pastoral lessons, PSHE and assembly;
- All pupils are encouraged to tell a member of staff at once if they are being bullied or if they suspect that someone else is being bullied;
- Pupils are informed about other ways to get help such as talking to the Independent Listener;
- Teachers and staff are trained to recognize bullying behaviour;
- We interfere early at any reports of suspected bullying to prevent it becoming a bigger problem;



## RIKKYO SCHOOL IN ENGLAND

### Signs of Bullying

Possible indicators of bullying behaviour can be:

- Signs of injury, especially those in unlikely parts of the body and those which can not be explained in a satisfactory way;
- Inexplicable and maybe sudden changes of behaviour;
- Unexpected changes of routine, for example being late for lessons, changing late for games, not in bedroom when expected etc.;
- Becoming withdrawn or unusually quiet, withdrawal from friends and social activity;
- Morose behaviour (ie ill tempered, sullen; gloomy);
- Loss of confidence or self-esteem;
- Producing unusually poor work or work which has been interfered by others;
- Books, bags, money and other belongings go “missing” or are damaged;
- Frequent visits to the Surgery with symptoms which might relate to stress such as stomach pains or headaches;
- Eating disorders;
- Difficulty in sleeping or experiencing nightmares;

Although other causes may result in the above symptoms, a repetition or combination of these possible signs of bullying should be investigated and reported.

### Responsibility for the Policy and Procedure

#### Role of the Headmaster

Under Section 157 of the Education and Inspections Act 2006 the Headmaster has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among pupils.

Therefore, the Headmaster will:

- implement this policy;
- ensure that all school personnel are aware of the policy;
- work to create a safe, secure, caring and friendly school environment for all the children;
- ensure school personnel have a clear understanding of the extent and nature of bullying that may take place in school;
- ensure that personal and social education curriculum and the religious education curriculum helps to deal with anti-bullying;
- investigate all reported incidents of bullying;
- ensure that students are aware that bullying is wrong;
- ensure that all parents are aware of this policy and that we do not tolerate bullying;



## RIKKYO SCHOOL IN ENGLAND

- raise awareness of bullying with pupils, parents and school personnel on the grounds of protected characteristics ie those groups in our population that are protected by the Equality Act;
- consult with students and parents to identify the extent and nature of bullying in the school;
- inform parents of any incident of bullying and how it has been dealt with;
- ensure school personnel report and record incidents of bullying;
- keep records of all incidents of bullying;
- use records of incidents effectively to track pupils through school;
- keep records in a central log in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour;
- support any pupil who has been bullied;
- encourage any bully to change their behaviour;
- decides whether to impose sanctions on any pupil who bullies;
- consider permanent exclusion in the most serious incidents of bullying;
- discuss this policy with the school council;
- make effective use of relevant research and information to improve this policy;
- work closely with external agencies to support pupils who experience bullying;
- ensure effective supervision is in place between lessons, break times and lunchtimes;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by monitoring:
  - the number of recorded incidents in an academic year;
  - the types of bullying that occur in an academic year;
  - how swiftly incidents of bullying are dealt with.

### Role of the Coordinator

The Coordinator will:

- lead the development of this policy and all linked policies throughout the school;
- work closely with the Headmaster;
- provide guidance and support to all school personnel to understand the signs or behaviour of someone being bullied;
- work with children to determine those parts of the school where they do not feel safe;
- have in place good systems at break times and lunchtime to reduce the risk of bullying;
- build pupils' resilience to bullying;
- plan age appropriate opportunities in the curriculum to educate pupils about bullying behaviour;
- develop philosophy sessions to provide children with opportunities to discuss equality and diversity;
- work closely with external agencies to support pupils who experience bullying;
- display posters of national and local help lines and where help is available in school;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;



## RIKKYO SCHOOL IN ENGLAND

- provide training for all staff on induction and when the need arises;
- help counsel children who have been bullied and those who use bullying behaviour;
- review and monitor;

### Role of School Personnel

School personnel will:

- comply with this policy;
- be aware of all other linked policies;
- be aware of the signs of bullying in order to prevent bullying taking place;
- report all incidents of bullying to the Headmaster;
- if a bullying incident constitutes a safeguarding concern, report to the Designated Safeguarding Lead without investigating any further, as the matter might have to be referred to external agencies;
- investigate all reported incidents of bullying;
- take all forms of bullying seriously;
- make sure that all pupils know what to do if they are bullied;
- encourage pupils to report any incidents of bullying to any member of the school personnel;
- support any pupil who has been bullied and recommend counselling if appropriate;
- raise awareness of the wrongs of bullying through personal and social education and religious education;
- undertake the appropriate training;
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of this policy.

### Role of Pupils

Pupils must:

- be aware of and comply with this policy;
- report if they are being bullied;
- report if they see someone being bullied;
- talk to the Independent Listener, Mrs Hideko Martin – Tel:01243 605986 Mobile 07707 849174 or email; [helpfromhideko@outlook.com](mailto:helpfromhideko@outlook.com)
- report if they see someone being bullied;
- discuss ways of preventing bullying through the school council;
- follow the following instructions if they are bullied:
  - get away from the situation as quickly as you can
  - report what happened to you to one of the school personnel by telling them:
    - what has happened to you



## RIKKYO SCHOOL IN ENGLAND

- how you feel
  - if you have been bullied before
  - who bullied you
  - where the incident happened
  - when it happened
- make sure that your report is dealt with and who you told
- tell your parents or another family member
- ask for counselling if you are really upset
- treat others, their work and equipment with respect;
  - support the school rules;
  - liaise with the school council;
  - take part in questionnaires and surveys;

### Role of Parents

Parents must:

- be aware of and support this policy;
- report to the school if they have any concerns that their child might be bullied;
- support the school rules necessary to ensure the smooth running of the school;
- take part in questionnaires and surveys by the school;

Parents will be informed of bullying incidents.

### Records

- Records will be kept in a uniform and systematic way.
- All reported incidents of bullying are investigated, dealt with and recorded on the pupil's file and the Headmaster's file.
- Records will be kept of all incidents as well as specific types of bullying and their outcomes which includes categories according to the protected characteristics which gives a clear picture of patterns of behaviour over each term / academic year.
- Records of incidents will be used to effectively track pupils through school;
- Records will be kept in a central log in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour;
- Parents are informed of all events which involve their child and what actions have been taken.





## RIKKYO SCHOOL IN ENGLAND

### Reporting procedures, investigation and sanctions

Incidents of bullying can be reported to any member of staff. The staff member will make a written record of the allegation and report to the Headmaster. Information about bullying will be handled sensitively and confidentially whenever possible. The victim and the alleged perpetrator will be interviewed separately. If necessary, searching and confiscating of items can be undertaken according to our Searching, Screening and Confiscating Policy.

If the investigation shows that bullying took place, then following will happen:

- Parents of pupils involved will be informed, and the issues of sanctions or, where appropriate, counselling will be addressed;
- The well-being and safety of the victim is a priority and the school will take the appropriate steps to support him or her, which might include the recommendation to have counselling;
- It will be made clear to the perpetrator that his/her behaviour was inappropriate and caused distress. He/ she will be offered guidance how to modify his or her behaviour. The Headmaster can impose sanctions as listed in the Behaviour Policy which includes possible suspension or exclusion in serious cases. If the decision is that the offending pupil will not receive a sanction on this occasion then it will be made clear to him or her that if they continue with bullying behavior then formal sanctions are very likely to follow;
- A monitoring and review strategy will be put in place.
- In very serious cases it may be necessary to make a report to the Designated Safeguarding Lead or the police.

### Counselling

- Counselling and support mechanisms are in place to help those who have been bullied.
- All perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong.

### Training

All school personnel will receive periodic training so that they are kept up to date with new information.

### Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headmaster.

Previous dated 27/09/2016, reviewed 01/12/2017 and 12/11/2018