ANTI-BULLYING POLICY

This policy applies to the whole school
Lead Person for Policy: Mrs J Overton (Director of Pastoral Care)

Date Published: October 2026
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The Policy is available on Sharepoint and the School Website

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.

Scope

All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school.

Legal Status

Complies with The Education (Independent School Standards) (England) Regulations and the National Minimum Standards (NMS) for Boarding Schools, currently in force.

Monitoring and Review

The text of this policy is necessary and proportionate to meet the needs of Rikkyo School, supporting the staff who work with our pupils, making clearer the responsibilities of school staff, volunteers, proprietor and the Board of Governors.These arrangements are subject to continuous monitoring, refinement, and audit by the Headmaster. The Board of Governors will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements, and it will be made available to them in writing or electronically.

Signed:

岡野　透	*J N Pratten*
Dr T Okano	Mr J N Pratten
Headmaster	Chairman

Statement of Intent:

Rikkyo School is committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere and in which students and parents feel that they can report incidents of bullying, confident that they will be dealt with in an appropriate manner. Bullying of any kind is unacceptable at our school. Everyone has the right to learn and work in an environment free from harassment and discrimination, where they feel safe. If bullying does occur, all students should be able to tell a member of staff and know that incidents will be dealt with promptly and effectively.

At Rikkyo School we take bullying very seriously as we understand what a devastating impact it can have on a person and their social and academic development. As part of the school's alignment with British Values, it is important that all students and staff respect individual liberty and have tolerance and mutual respect for others with different faiths and beliefs. Equally, the school is committed to identifying and combating all forms of discrimination. No form of harassment or sexual violence will be tolerated at the school.

This policy is based on and refers to the latest guidance, Preventing and Tackling Bullying (currently in force). There is an emphasisis on compliance with the Equality Act 2010.

Students are expected to report bullying incidents to a teacher and parents should let the school know immediately if they believe their son or daughter is being bullied.

The Aims of the Policy

1. To enable students to understand clearly what constitutes bullying throughout the curriculum and day to day life at School by raising awareness.
2. To enable students to understand that bullying, whether it is physical, verbal or indirect will not be tolerated by the school community.
3. To enable parents to feel confident that bullying will be firmly dealt with by the school.
4. To promote a non-violent ethos in the school.
5. To raise staff awareness of the presence of bullying, in particular cyber bullying
6. To establish guidelines for action where bullying is evident.
7. To ensure that all students feel it is 'safe to learn' in our environment.

We expect students and staff to have a clear understanding of the effects of bullying on the individual. Although bullying is not a specific criminal offence, there are criminal laws that apply to harassment and threatening behaviour.

The Headmaster directs the staff within the school to ensure that measures on behaviour and discipline form part of the code of conduct and behaviour management arrangements.

The legal framework that has informed this policy:

- This is a Statutory Policy.
- Complies with Part 3, paragraph 10 of The Education (Independent School Standards) (England) Regulations 2014 and the National Minimum Standards for Boarding Schools (NMS Currently in force].

Prepared with reference to:

- Advice for parents and carers on cyberbullying (DfE- November 2014), Cyberbullying: Advice for Headteachers and School Staff (DfE- November 2014), Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies (DfE- July 2017).
- Keeping Children Safe in Education (KCSIE) (DfE:currently in force)
- Behaviour in schools - Advice for headteachers and school staff (DfE: 2022, currently in force)
- Has regard to the Equality Act 2010 and the Public Sector Equality Duty

Applications

- This policy also applies to out of school care including extra-curricular activities and all other activities provided by the school, inclusive of those outside of the normal school hours and away from the school site.
- This policy applies to all who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), students on placement, Governors and volunteers working in the school.

Related documents (available on the school website, or by request from the School Office):

- Safeguarding Children – Child Protection Policy
- Anti-Bullying (Countering Bullying) Policy (Inclusive of Cyber-bullying), Parents and Students Information Sheets, Anti-Bullying Code, What to do if you are worried
- Behaviour Management, Rewards, Sanctions and Exclusion Policy
- Online Safety Policy (Inclusive of Cyber Bullying, Acceptable Use and Social Media)
- Personal, Social, Health and Economic Education (PSHE) Policy
- Spiritual, Moral, Social and Cultural Development (SMSC) Policy
- Social Media Policy for Staff
- Single Equalities Policy
- Whistleblowing Policy
- Staff Behaviour Policy (Staff Code of Conduct)
- Boarding Handbooks (Staff, Students & Parents, Pre-Arrival, Study Skills, Ambassadors' Guide, Health & Wellbeing)
- Data Protection Policy

What Is Bullying?

Bullying is behaviour by an individual or group, usually repeated over time, which intentionally hurts an individual or group, either physically, emotionally or both. Bullying can take many different forms, physical, psychological, verbal or cyber bullying.

The motivation to bully can come from racial ideas, religion, individual differences, cultural, sexual and sexist concepts, or bullying can relate to a person's special educational needs and disability. This could also include bullying in order to initiate someone into a group, which would involve hazing type violence and rituals (such as activities involving harassment, abuse or humiliation perhaps with an online element). Bullying can take different forms, but the three main types are:

- **Physical:** Hitting, kicking, taking or hiding belongings including money;
- **Verbal:** Name-calling, teasing, insulting, writing unkind notes;
- **Indirect/online:** Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, cyber bullying such as sending malicious e-mails or text messages, Facebook post or Tweets (malicious communications).

Signs and Symptoms
A student may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a student:

- changes their usual routine
- is unwilling to go to School (phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries at night or has nightmares
- feels ill in the morning
- begins to do poorly in academic work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- “loses” money continually
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other students or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when an e-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Bullying – Safeguarding and Child Protection Related Issues
A bullying incident may be treated as a safeguarding or child protection concern if there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

Types of Bullying:
- ***Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion*** – being unfriendly, excluding, tormenting (e.g. hiding books, using threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/talk to/work/co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from activities/discussions etc. with those who believe them to be their friends;
- ***Physical harm or its threat including the abuse of personal property*** – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon),

intimidation through physical gestures and actions;

- ***Cyber*** – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text specific ICT-Based forms of abuse (including Cyber Bullying) Policy;
- ***Racist*** – Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where Schools are required to keep statistics about incidents;
- ***Cultural*** – focusing on and/or playing off perceived cultural differences or similar;
- ***Sexist*** – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender;
- ***Sexual*** – is unwanted or inappropriate physical contact or sexual innuendo;
- ***Homophobic*** – This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying may be reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims;
- ***Religious*** – Attacking faith, belief, religious practice or custom;
- ***Special Educational Needs and Disability*** – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia);
- ***Verbal*** – Name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others;
- ***Written*** – Spreading rumours, writing or printing unkind or malicious comments on paper.

Bullying related to protected characteristics.

This refers to the hurtful behaviour both physical and psychological, that makes a person feel unwelcome, marginalized, excluded, powerless or worthless because of their one of the nine protected characteristics. This includes sexual orientation (especially those who are lesbian, gay or bisexual, i.e. homophobic bullying) and racism. These incidents are dealt with seriously at Rikkyo School. If the bullying is found to be criminal and against the Equality Act 2010, the matter will be referred to the Police.

Hazing

Hazing refers to the practice of subjecting newcomers or members of a group to humiliating, abusive, or physically and emotionally demanding tasks as a way of initiating them into the group. This practice is often associated with fraternities, sororities, sports teams, military units, and other organizations, but it can also occur in educational settings, including boarding schools. The school within its boarding facility has zero tolerance for any form of hazing.

Harassment (including sexual harassment):

Students need to be aware that any form of harassment is a form of bullying, including sexual harassment, which the school takes a zero-tolerance approach to. All of the above methods of bullying have a psychological effect on the victim. Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

It should be noted that bullying is often aimed at certain, sometimes marginalised, groups, for example because of race, religion, gender, or sexual orientation. Accordingly, it is important for the school to make clear to all students at the outset of their arrival that the school has no tolerance for any form of bullying and that all students, irrespective of other matters, should be able to study and enjoy their time in a safe and protective environment.

What is cyber or online bullying?

Cyberbullying (or online bullying) is bullying using technologies, particularly over the internet or via mobile and gaming networks. Cyber-bullying is a different form of bullying that can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. Wider search powers included in the 2011 Education Act give schools stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Cyberbullying takes many forms (new ones constantly emerge), the main forms include: denigration, harassment and threat, flaming, humiliation and embarrassment, stalking, posing and blackmail. Channels that children use for cyber bullying include:

- Snapchat
- X (formerly Twitter)
- Instagram
- Discord
- TikTok

Here are some examples of cyber-bullying:

- **Text message bullying** – sending unwelcome texts that are threatening or cause discomfort.
- **Picture/video clip bullying via mobile phone cameras** or webcam, including Upskirting including sending or posting messages or images of the victim without their explicit consent.
- **Phone call bullying** – can include silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible.
- **Email bullying** – sending bullying or threatening messages, often using someone else's name to pin the blame on them.
- **Chatroom bullying** – involves sending menacing or upsetting responses to children or young people when they are in a web-based chatroom.
- **Bullying through instant messaging (IM)** – where children and young people are sent unpleasant messages as they conduct real-time conversations on line.
- **Bullying via social networking websites** – includes the insulting blogs, personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber-bullying.
- **Sexting** (also called youth-generated sexual imagery) – young people (under 18) who share sexual imagery of themselves, or peers, are breaking the law. There is, unfortunately, scope for this fact to be exploited as bullying.

Cyberbullying differs from "ordinary" bullying and can have a far greater impact because of a number of factors including:

- invasion of personal space – the victim can never escape it;
- the potential anonymity of the bully;

- The ability to broadcast upsetting messages and images rapidly to a potentially huge audience and to continue to do so repeatedly over a long period of time;
- Other pupils, who may not normally become involved in bullying behaviour, may be drawn in unwittingly by, for example, forwarding or circulating an image or message.

Students should remember the following:
- Always respect others - be careful what you say online and what images you send.
- Think before you send - whatever you send can be made public very quickly and could stay online forever.
- Don't retaliate or reply online.
- Save the evidence - learn how to keep records of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the school to investigate the matter.
- Block the bully. Most social media websites and online or mobile services allow you block someone who is behaving badly.
- Don't do nothing - if you see cyberbullying going on, support the victim and report the bullying.

Online Forms of Abuse

Information and communication technology (ICT)-based forms of child physical, sexual and emotional abuse can include bullying via mobile telephones or online (internet) with verbal and visual messages. This can also include child sexual abuse. All staff are alert to the signs that a child may be at risk of may have been abused online and will follow the school's child protection procedures (Please see our Online Safety Policy for more details).

Cyber bullying can also include:
- texting scary or rude messages by mobile phone
- sending unpleasant photographs by mobile phone
- using online message boards, chat rooms or social networking sites to post cruel messages
- deleting the victim's name from or ignoring their messages on social networking sites
- Making allegations or disseminating rumours about others using social networking sites such as Facebook or Twitter
- Sending offensive messages via WhatsApp or TikTok
- Doxing, Fraping, Dissing, Trolling and Flaming
- Hacking
- Sexting
- Revenge pornography
- Air-Dropping
- Denigration
- Exclusion
- Cyberbullying by proxy
- Catfishing
- Impersonation

Why is it important to respond to Bullying?

Bullying not only hurts, it can leave a victim with short and long-term mental scars. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students

who are bullying need to learn different ways of behaving. The school has a responsibility to respond promptly and effectively to issues of bullying. Students and staff must understand the importance of using inclusive and non-derogatory language. Students also need to understand the difference between banter and interactions that can hurt or threaten.

Reporting Bullying
All students and staff can report bullying to any member of staff or one of the DSL team. This can be verbally, by email or on CPOMS. Students can inform a trusted adult, in particular their Houseparent, Home room teacher or any other member of staff they feel comfortable with. This member of staff should record the information and pass the situation to the DSL or DDSL team.

Monitoring of Bullying Incidents:
All reports of bullying will be record on CPOMS by the DSLs and will be monitored in terms of regular contact with the students involved to ensure that there has been no further issues, upsets or escalations.

Bullying Log
Any incident of bullying will be recorded on the Bullying Log, held by the DSL and Director of Pastoral Care. The log records the date, the name of the pupil, the name of the perpetrator, the nature of the incident and the action taken. The log allows the DSL to monitor any patterns of behaviour.

Procedures to follow if bullying occurs:
Working with victims: Take them to a safe place to recover and to record their version of events; this should take the form of a written account. Witnesses should be asked to record their account of the situation, without collusion. Be calm, non-judgemental and restore self- esteem. Try to offer the victim a choice in the way forward and maintain contact during the coming weeks to assess the success of the strategy.

Working with bullies: The bully should record his/her version of events. Any damaged property should be retained to show parents. Do not use the threat of parents as a form of punishment for bullies, as this undermines the co-operative ethos that parental involvement may foster.

Guidance on advice to victim and protagonist
To the victim
- revenge is not appropriate.
- involving other students, or friends may not help.
- report future fears or incidents to an appropriate adult.
- reconciliation or avoidance should be considered.

To the protagonist
- behaviour is unacceptable.
- behaviour is recognised as designed to cause distress.
- serious sanctions may follow.
- reconciliation or avoidance should be considered.

To the parents

- advise their son or daughter to inform the School as soon as possible.
- reassure them that the School does its best to resolve all cases.
- parents who are made aware that their son or daughter is bullying other students are asked to explain that what he/she is doing is wrong and makes others unhappy.

Responding to bullying incidents.

Bullying children need to learn different ways of behaving. The sanctions might include asking the bully to hear the victim's anxieties and to think how the situation could be rectified, apologising to the victim (verbal or a letter of apology), withdrawal of break/lunchtime privileges, detention, removal from class and in extreme cases, exclusion. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs, disabilities or vulnerabilities that students may have.

Sanctions

- Headmaster to decide sanction including points.
- Parents informed
- Internal isolation
- Temporary exclusion from School.
- Permanent exclusion from School.

The school will endeavour to maintain counselling even when sanctions have been applied. If the School feels that a pattern has emerged with an individual who is being bullied, or someone who is bullying, the school will act quickly and sensitively to ensure that this is dealt with.

Resolution

With the victim's permission, bring together the victim and bully to genuinely apologise, plan the way forward and move on. The bully will be sanctioned but also supported. Each case will be monitored to ensure repeated bullying does not take place.

The role of Staff

All staff actively support children to have respect for each other and for their property. Kind and polite behaviour is acknowledged and rewarded. Children are actively involved in the prevention of bullying. Staff take all forms of bullying seriously and seek to prevent it from taking place. Staff are continually vigilant, aware, watchful and available, promoting good behaviour and encouraging the care of others.

The role of Students

Students are invited to tell us their views about a range of school issues, including bullying, in various questionnaires and in the School Council. In the case of cyberbullying, e.g. messages on chat rooms, emails & texts, students should be encouraged to keep a record of the date and time of any offensive message(s), save it and bring it to either DSLs.

For children who are being bullied – Remember bullies thrive on silence:

- if you are being bullied tell someone, preferably a trusted adult;
- if you can, write down everything that has been said or done to hurt you. Be careful only to write down things that have really happened;
- do not blame yourself – it is not your fault; Make friends or stay around others;

- expensive items and large sums of money should be left at home; Try not to show you are upset;
- try to ignore it at the time of the incident - Stay calm - walk away to safety. Find friends and if possible, tell an adult straight away and
- share quickly any incident of bullying with a trusted adult and ensure that it gets reported to the School
- bring any inappropriate text messages or email to DSLs.

For children who see someone being bullied:
If you see someone being bullied or in distress, act. Watching or doing nothing can suggest support of the bully**.** Tell an adult immediately; try to be a friend to the person who is being bullied. Ask if they feel they can talk to someone. If they won't talk and you are worried, go to an adult. Never join in with a bully – physically, verbally or by isolating another child.

For children who are using bullying behaviour:
Recognise that your behaviour is seen as bullying – physically, verbally, or by isolating; this is wrong and can have a long-lasting effect on others. Even if you think that bullying is just a laugh, children who are bullied and those who care for them, feel very scared and/or upset. If you are angry and upset about something, talk about it with a trusted friend or adult, instead of taking it out on someone else.

Involvement of Parents (including clear policies communicated to parents):
We have clear policies communicated to parents, students and staff to create a helpful environment of integrity and respect. This will be achieved through staff members communicating with parents regularly and setting a good example for the students. Through the involvement of parents the School aims to show students the part they can play in preventing and dealing with bullying. Parents have a responsibility to:
- support the School's anti-bullying policy, actively encouraging their child to be a positive member of the School;
- contact their child's class teacher immediately if they are concerned that their child might bebeing bullied, or who suspect that their child may be the perpetrator of bullying;
- contact the Headmaster if they are not satisfied that their concerns have not been dealt with appropriately;
- come in to a meeting to discuss the problem;
- allow the School to resolve the problem with the bully/ies and their parents;
- encourage their child to behave responsibly and punctually on entering and leaving the School site and
- not incite their child to defend themselves through the use of inappropriate language or behaviour.

Preventative Strategies
Rikkyo School uses the following methods for helping students to prevent bullying:
- promoting good behaviour and positive relationships based on mutual respect along with students being made aware of the school's policy through, for example, a list of expectations;
- having clear policies and standards communicated to parents, students and staff, and creating an environment of good behaviour and respect, with helpful examples set by staff and older students and celebration of success;

- familiarising all staff at Rikkyo School with the anti-bullying policy through in-Service training and Professional Development to ensure it is applied consistently and fairly and by showing respect for all members of the school community, they act as good role models for students;
- ensuring students understand that if they have been bullied or have witnessed bullying, they should tell a member of staff, their parents or any helpful adult or friend;
- imposing reasonable, proportionate and consistent sanctions which reflect the seriousness of an incident and convey a deterrent effect, as and when necessary (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying);
- promoting anti-bullying within the curriculum and other educational elements including Personal, Social, Health Economic Education (PSHE), drama, role-play, drawings, assemblies, projects, social stories about bullying, with discussion of differences between people and the importance of avoiding prejudice-based language;
- Developing initiatives to raise awareness of the negative impact of bullying such as:
- providing emotional support to give each child the opportunity to express how they feel;
- providing external counselling where necessary and help for victims of bullies and for bullies themselves;
- staff vigilance including awareness of issues between students which might provoke conflict;
- informing parents of the school's anti-bullying policy whilst encouraging them to support it and

Classroom Management

Teachers' classroom management includes a positive ethos with emphasis on the dignity of each pupil, on praise and reward, rather than punishment. The skills of self-discipline must be learnt early in life. **All staff** to be aware of any unrest and act upon it; ignoring the unrest gives the wrong signals.

Raising Awareness of Bullying

This is done by the application of our values throughout the School, through the curriculum and assemblies, together with:

- Staff training and communication with other Schools to share strategies and experiences.
- Peer training and mentoring.

It should be noted that bullying not only affects students – staff can also be bullied - by other staff, parents or students. New staff are inducted and are made aware to whom they can express their concerns if the need arises, eg they can talk to their line manager or a member of the Leadership Team.

Examples of unacceptable behaviour include:

- Name calling
- Racist and sexist behaviour
- Making threats
- Making people feel small
- Hurtful remarks and personal comments
- Dares - making someone do something they do not want to
- Whispering about others
- Laughing at a hurt or upset person
- Preventing someone getting help

- Ignoring people and leaving them out
- Mocking differences
- Damaging work or belongings
- Hiding belongings
- Pressuring children to join in inappropriate behaviour

This policy has been formulated using the following publication:
Preventing and Tackling Bullying. DfE July 2017 **www.nationalbullyinghelpline.co.uk 2022**
Cyberbullying: Advice for headteachers and school staff and is informed by a range of materials from the Anti-Bullying Alliance and Kidscape

Additional Resources

- Anti-bullying Alliance: www.ncb.org.uk/about-us/who-we-are/our-ncb-family/anti-bullying-alliance

- National Bullying Helpline: 0300 323 0169

- Telephone: 0845 225 5787 – open from 9am to 5pm Monday to Friday