

E02- Anti Bullying

The Ryes Education consists of

The Ryes College URN 143911

and

Argyll House URN 146626

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1 School Statement

- 1.1 The Ryes College and Community value and celebrate diversity and expect all sections of our school community to demonstrate respect towards others and together make our school 'safe for everyone'.
- 1.2 We want our school to be an environment which is 'safe, supportive and listening', where all sections of our school community (directors, staff, pupils and parents), understand that bullying in any form, by anyone (adults or young people) and anywhere, is always unacceptable.
- 1.3 We expect everyone to take action when bullying occurs.

2 Policy Objectives

- 2.1 Bullying of any kind is not acceptable at The Ryes College and will be followed up by the staff. This policy is written in compliance with Government Guidance – "Keeping Children Safe in Education" 26 March 2015, updated 19 September 2018; 'Preventing and Tackling Bullying' July 2017; "Cyberbullying: Advice for headteachers and school staff" November 2014; The Human Rights Act 1998; The Race Relations Amendment Act 2000; The Equality Act 2010 and in reference to NSPCC guidelines on Bullying and Cyberbullying.
- 2.2 The immediate aim of the policy is to provide a structure within which to deal more effectively with bullying when it happens. The Ryes College aims to reduce the incidence of any hurtful behaviour demonstrated by our young people and to increase consideration and care for others, within the school and outside in the wider community
- 2.3 The Ryes College has signed the Anti-Bullying Alliance's: "Anti-Bullying Charter".

3 Definition

- 3.1 It is important to distinguish bullying behaviour from other behaviour that can cause unhappiness and distress. Most definitions of bullying include the following characteristics – the list can be helpful in assessing whether behaviour is bullying.
- 3.2 Bullying always hurts, sometimes physically, always emotionally. It wears down self-esteem and self-confidence because it makes those who are bullied feel weak and inadequate.

4 Bullying is intentional.

- 4.1 **Bullying behaviour is usually repeated**, or there is a threat of it being repeated, with the bullied in a constant state of worry and fear.
- 4.2 **There is an imbalance of power** so that the person being bullied is unable to prevent it. This imbalance can be caused by a number of factors, including age, size, or differences in ability,

ethnicity, religion, gender, sexual orientation (actual or perceived) and social class. As the bullying relationship develops the imbalance increases.

- 4.3 The following definition will be used within this organisation:

‘Bullying is the use of physical abuse or mental abuse with the intention of hurting another person, which results in pain and distress to the victim.’

5 Forms of bullying

- 5.1 Some bullying is direct: it is physical, verbal or non-verbal behaviour and usually done to the person. The young person being bullied knows who is doing it.
- 5.2 **Physical bullying** involves an attack or the threat of an attack. It includes hitting, pushing, pulling, pinching and kicking, taking possessions such as a bag, mobile phone or money, damaging work or using threats to force someone to do something against their will.
- 5.3 **Verbal bullying**, the commonest form, includes name-calling and teasing when it is not acceptable to the young person on the receiving end. It may involve malicious comments about someone the bullied feels close to, particularly family or boy/girlfriends.
- 5.4 **Non-verbal bullying** includes ignoring someone or leaving them out, and making offensive gestures or facial expressions.
- 5.5 Indirect bullying includes producing malicious graffiti and spreading rumours. Developments in information and communication technology (ICT) have made possible more indirect forms of bullying via the internet on mobile phones and using social media. This is known as cyberbullying.

6 Cyberbullying

- 6.1 Here are some examples:
- 6.1.1 Text messages that are threatening or spread discomfoting rumours
 - 6.1.2 Still images and video clips captured on and circulated by social media or on mobile phones to cause humiliation and embarrassment to the subject, who may not even be aware they have been photographed or filmed – this includes "happy slapping": videoed physical attacks.
 - 6.1.3 Anonymous, silent calls or abusive messages to mobile phones – sometimes the bullied person's phone is stolen and used to harass others, who then think the owner of the phone is responsible.
 - 6.1.4 Threatening messages by email, often using a fictitious name or someone else's name.
 - 6.1.5 Instant messaging (IM) conveying threats or insults in real-time conversations.
 - 6.1.6 Defamatory messages broadcast on websites, blogs and personal or social networking websites
 - 6.1.7 Menacing or upsetting responses on gaming sites or in chat rooms.

- 6.2 As with more conventional forms of bullying, many young people tell no one that they are being bullied.
- 6.3 Cyberbullying follows the bullied into their homes so they have nowhere they can feel private or safe. They may not know who is responsible, and cannot easily defend themselves. It can take place at any time and the cyberbullies can, very quickly, communicate their messages to a wide and unknown audience across the world.
- 6.4 Cyberbullies may believe they can't be traced, and therefore do things they might be afraid to do more directly. They may also direct their bullying against adults – for example, by making malicious accusations against school staff.

7 The Focus of Bullying Behaviour

- 7.1 Difference - real or imagined, is at the heart of most bullying.

7.2 Appearance, ability and home

- 7.2.1 The difference is often about appearance, maybe physical characteristics such as size – too tall, too small, too fat, too thin – or a particular physical or health related feature. It may be about the quality or style of clothes.
- 7.2.2 It can also be about ability or lack of it. As a result, some children fear being considered "too bright" or "too good" by their peers. For some it is their inability or weakness in some aspect of life that opens them to bullying. Children with learning difficulties are particularly vulnerable.
- 7.2.3 Family or home circumstances can be the focus for attack and ridicule – i.e., perceived wealth or status, a family member's disability or imprisonment.

7.3 Prejudice

- 7.3.1 Prejudice-driven or identity-related bullying focuses particularly on:

- 7.3.1.1 Ethnicity, faith and culture
- 7.3.1.2 Gender or sexual orientation (actual or perceived)
- 7.3.1.3 Disability.

- 7.3.2 Here, the bullied is attacked not only as an individual but as a representative of their family, group or community and, in the case of ethnicity, faith and culture, for the background that gives them their identity.

7.4 Racist bullying

- 7.4.1 Racist bullying is intentionally hurtful behaviour against someone because of their colour, ethnicity, culture, religion, national background or current status.

7.4.2 Most racist bullying targets people from black and minority ethnic communities, but it is not exclusively so. It can be anyone. There are groups who often experience racist bullying – especially travellers, immigrants, asylum seekers and refugees.

7.4.3 Racist bullying includes:

7.4.3.1 Name calling and derogatory remarks focusing on characteristics such as country of origin, culture or skin colour, language and way of speaking, food, dress

7.4.3.2 Stereotyping

7.4.3.3 Discrimination – rejection, exclusion and unfair treatment.

7.5 Sexual bullying

7.5.1 Sexual bullying is any bullying behaviour, by boys or girls, that is based on a person's gender or sexuality (real or perceived). It may be directed against girls or boys or young people who are transsexual.

7.5.2 Sexual bullying includes:

7.5.2.1 Referring to someone's sexuality (real or perceived) or gender, or using sexual words, as a way of humiliating them

7.5.2.2 Threatening or joking about serious and frightening subjects like rape

7.5.2.3 Gossiping, spreading rumours or writing graffiti about someone's sexual activity

7.5.2.4 Touching someone in a way or on parts of the body that makes them feel uncomfortable.

7.5.3 Homophobic bullying is one kind of sexual bullying directed against:

7.5.3.1 Young people who are lesbian, gay or bisexual (LGB) or thought to be

7.5.3.2 Children with LGB parents, carers, family members or friends

7.5.3.3 Staff who are LGB or thought to be.

7.5.4 Casual homophobic language is common, and although younger children may not fully understand the words themselves they often do understand that "gay", for example, can be used in derogatory and hurtful ways.

7.6 Bullying of young people with special educational needs

7.6.1 Deaf and disabled children, children with deaf and disabled family members, and children with special educational needs and autism are particularly vulnerable to bullying. They may find it more difficult to build positive relationships, can feel neglected and rejected, can be less able to protect themselves and speak out or report what is happening. The nature of the disability may mean that others find it more difficult to recognise that someone is being bullied, and to be able to distinguish between the characteristics of the disability and the effects of bullying.

8 The Effects of Bullying

8.1 On the victim

- 8.1.1 Bullying is always damaging. It makes the bullied feel afraid and unhappy and, if the bullying continues, they are likely to feel increasingly helpless, isolated and excluded, and lacking in self-worth. They feel powerless to stop it happening and may, as a result, feel ashamed and blame themselves.
- 8.1.2 Bullying can have serious and long-lasting consequences. It is likely to affect a child's schoolwork and attendance and their participation in activities. It can damage physical and mental health and can lead to eating disorders and self-harm. For a small number of children, bullying is a major factor in suicide.

8.2 On the bully

- 8.2.1 Bullying damages the bully as well as the bullied. Their relationships are likely to be characterised by dislike, fear and mistrust, and they often lack well-developed personal and social skills, and don't know how to form positive, mutually supporting relationships. It may be that important adults in their life distrust, perhaps even dislike, them.
- 8.2.2 Bullying may bring them a sense of status that they enjoy and do not want to lose, but it may be the only way they can experience recognition and so they try to live up to their reputation.
- 8.2.3 Some bullies are themselves bullied in other relationships, perhaps by an important adult in their life. Children model adult behaviour. Even though they experience hurt by being bullied, they may in turn choose to bully those they believe are weak enough to accept it.
- 8.2.4 Some young people who bully lack empathy – they cannot feel the hurt their actions are causing, they lack an understanding of emotions, and are unable to reflect on them. They may have a background that has been lacking in love, nurture and warmth.

9 Advice for Staff

- 9.1 Young people have a right to expect that those who work with them:
 - 9.1.2 Supervise appropriately
 - 9.1.3 Look out for signs of abuse and bullying
 - 9.1.4 Help them develop confidence and self-esteem
 - 9.1.6 Offer information about the nature of abusive behaviour
 - 9.1.6 Listen and respond to their concerns – be someone to turn to.

10 Staff responsibilities

10.1 Personal conduct

- 10.1.1 Children recognise when staff are respectful and caring towards others, from how they interact with colleagues, other children and them personally. Through their own behaviour, adults working with children establish what is acceptable and unacceptable, including bullying.

10.2 Supervision

- 10.2.1 Young People say that the level and quality of supervision are important factors in making them feel safe. Whenever staff are working with children they are on duty and are responsible for supervising them. This means being vigilant, moving around and observing behaviour – **bullying thrives in the places that staff don't go.**
- 10.2.2 Those who bully rely on staff dismissing or ignoring the signs. Let those involved know what has been seen what is going on, that you are concerned, and ask questions to help you decide if bullying might be taking place.
- 10.2.3 Depending on the responses, you have several options. Tell everyone involved:
- 10.2.3.1 that you think it's possible (or probable) that bullying is taking place and you will take the matter further
 - 10.2.3.2 that you are not sure what is really happening and will be keeping a watchful eye on the situation. Then find a way of speaking in private to the child who may be being bullied
 - 10.2.3.3 Why you are concerned, giving general advice about bullying behaviour, its impact and the need to report bullying. Leave it there unless their behaviour again makes you concerned.
 - 10.2.3.4 Report Bullying as a Safeguarding Issue

10.3 Confidentiality

- 10.3.1 Bullying is abusive behaviour. You cannot offer complete confidentiality and promise not to report concerns. Often, those being bullied are afraid that the consequences of reporting what is happening will make the situation worse. Those who are bullying may threaten this. As a result, the bullied may talk about it only if you promise to keep it a secret and take no action. Never promise this. If you do and later break the promise you will also have broken the child's trust in you and in future they will be less ready to share their concerns. If you keep the promise and don't act you bear a responsibility for any subsequent bullying and its consequences.
- 10.3.2 Instead, explain that you will listen but that if you believe that they, or any other child, is at risk of harm it is your professional responsibility to do something about it. Say you will share the information only with those who need to know, and what might happen as a result.

11 Recognising the signs of bullying

- 11.1 The signs can be difficult to detect: they are not exact, there may be other causes, and often the child will seek to hide their feelings.
- 11.2 The child who is being bullied**
- 11.2.1 They may have injuries such as cuts, bruises, hair loss or bite marks but sometimes more serious injuries. The injuries may be the result of self-harm. There may be damage to clothing or possessions.

11.2.2 They may be reluctant to talk about what happened or give an unconvincing explanation.

11.2.3 They may be physically ill, complaining of headaches, stomach aches, sickness or dizziness. These may be real or the child might be inventing a reason to avoid meeting those responsible. They may start to sleep badly or wet the bed. Their eating habits may change or they may suddenly gain or lose weight. Some young people start to misuse substances.

11.3.4 All children can be moody, particularly in adolescence. But mood swings that are sudden and unexplained can also be a sign of bullying. Some children become anxious or withdrawn; others become bad tempered or aggressive. They may have difficulty concentrating or be reluctant to go to school or activity they previously enjoyed. They may stop talking about a friend or friends and be reluctant to see them.

11.3.5 When bullying involves taking possessions or demanding money, the child being bullied may seem to be regularly losing things, including dinner money or other money given to them for a specific purpose. They cannot give a convincing explanation for the loss. They may be so frightened they start to steal to pay the bully.

11.4 Children who bully

11.4.1 Although they usually try to hide their behaviour, there are also signs that suggest they may be bullying.

11.4.2 They may use their physical strength or presence to intimidate, influence and impress. They may regularly be involved in what they explain away as "play fighting" or act over-robustly in games. They may find it difficult to work alongside others, sharing and taking turns. They want to be in charge and to dominate the activity or game – things have to be on their terms. They may avoid engaging with others or joining activities where they cannot dominate, sometimes acting disruptively to stop others from being successful, constantly making negative comments about others or fun of them. They often seek to justify their actions by saying they were done "in fun" that it is "banter" or that the other child "is enjoying it". Sometimes they blame the bullied or others for what is happening.

12 Assessing bullying incidents

12.1 Assessing the seriousness of a bullying incident involves considering the questions below, taking into account what is known about those involved.

12.2 Was the intention to hurt or was it thoughtless behaviour?

12.3 Did any physical injuries require medical treatment? How deeply did the behaviour affect the child emotionally? How easily will the bullied recover and will they need professional help?

12.4 For how long has the bullying been going on and on how many occasions?

12.5 What are the differences in age, size, strength and ability?

- 12.6 What is already known about the behaviour of those bullying? Have they bullied others? Are the bullies acting in or out of character?
- 12.7 What is the nature of the relationship between those involved?
- 12.8 Was there any provocation that might explain the bullies' actions?
- 12.9 The answers may dictate if there is bullying behaviour and the most appropriate way of dealing with it.

13 Procedures for Bullying Incidents

13.1 The Victim

- 13.1.1 A young person experiencing bullying will be encouraged and enabled to report it as a complaint.
- 13.1.2 Staff may also be affected by bullying in the workplace. The organisation's Disciplinary and Grievance procedures will respond to any instances of this and Staff will also have the opportunity to access the confidential Telephone Counselling Service provided by the Ryes College should they wish to. Staff may wish to refer to bullyonline.org for further support.

13.2 The Bully

- 13.2.1 Whilst we understand that bullying is never acceptable and must always be challenged, we recognise that people who bully often have unmet needs. We will offer support to the bully to try and help them to modify their behaviour. In particular, young people who bully need help to change their behaviour – not only for the present but to prevent them carrying this into their adult lives.

14 What the Ryes College will do

- 14.1 Listen to the young person and support the young person to make a complaint – using our complaint form.
- 14.2 Allow the young person to have the opportunity to talk through the incident with an appropriate adult or talk with another young person, supported by a member of staff.
- 14.3 Ensure the staff member taking a complaint will enter the information into the formal "Complaints Folder" and 'Education Bullying Log'.
- 14.4 Ensure all complaints are followed up, recorded, monitored and reviewed and that actions are taken quickly, sensitively and appropriately.
- 14.5 Ensure the record of young person's complaints is monitored by the Registered Manager/ Head of Education.

- 14.6 Keep victims informed about actions taken in response to their complaint. In many cases their parents / social workers are either contacted directly or the young person is encouraged to talk about it with them.
- 14.7 With their agreement, a young person may be encouraged to meet with the bully, in the presence of a third party, to make the bully aware of the pain he/she has caused. This may also be done in reparation meetings through a restorative practice approach.
- 14.8 Victims may be supported to make complaints about any further incidents immediately.
- 14.9 When a complaint of bullying is substantiated, the original Incident report or Complaint will be placed in the 'bully's' personal file with the actions which have been taken recorded. At school all "Bullying" reports are logged in the Education Bullying Log. A copy is also kept in the victim's file.
- 14.10 When appropriate, provide therapeutic work with the bullying young person that may include being linked to a mentor, working within a support group, individual therapy, counselling or reparative work.
- 14.11 Monitor and evaluate the bullying young person's progress over a defined period of time.
- 14.12 When certain cases of bullying are seen as 'young person to young person abuse', they will be acted upon in line with our safeguarding procedures, in particular sexual assaults and serious physical assaults.
- 14.13 In exceptional cases, when a bullying young person's behaviour becomes so extreme or prove so intransigent, the managers may have to consider whether The Ryes continues to be an appropriate placement. These issues will be discussed with placing authorities and parents as necessary, and may involve consideration of mental health issues, health and safety issues for staff and other pupils, and the reporting of criminal acts to the Police. Where a Young person Protection Strategy Meeting has been held, the bully may be subject to recommendations from that Multi-Disciplinary Panel.
- 14.14 Ensure that all young people and staff are made aware of this Policy and the mechanisms outlined above and that regular training to raise awareness is provided.

15 How the School Will Raise Awareness

- 15.1 Senior Managers will give a clear lead about the importance of tackling Bullying.
- 15.2 Staff and young people are advised that bullying is unacceptable in our community.
- 15.3 No incident of bullying should be ignored. If staff witness bullying behaviour it should be logged on an Incident form and given to their manager.
- 15.4 Bullying will be acknowledged, brought out into the open and tackled.
- 15.5 Students will take part in Anti-bullying week activities 11th – 15th November 2019 and this will be followed up during tutorial time to address bullying, and coping strategies will be explored.

- 15.6 The school curriculum will include specific references to bullying issues.
- 15.7 At briefings, staff will regularly discuss bullying and refer back to the school's policy and review its effectiveness – feeding back to management if changes are recommended.
- 15.8 Encourage victims to talk about what is happening.
- 15.9 Those who bully will receive help and support to understand and face up to the consequences of their actions, to learn to control their behaviour and to develop respect for and tolerance of other people. They will be supported in understanding that bullying actions are 'abusive'. We will try to help them to feel safe and cared for within The Ryes College Community, to reduce the need to bully.
- 15.10 Those who are being bullied will receive help advice and support. Their self-esteem and assertiveness may need strengthening through a variety of interventions which may include therapeutic work.
- 15.11 Anti-Bullying week will be promoted and marked every year, with a whole school approach.
- 15.12 The Young People will be consulted regarding their views about the school's approach and the effectiveness of bullying strategies through surveys and discussions.

16 Monitoring and Evaluation

- 16.1 The Complaints System is monitored by the Registered Managers under the Regulation 33 & 34 Quality Assurance inspections. Managers read and follow up all young person's complaints. They will discuss what needs to be done when cases are reported or when patterns become apparent.
- 16.2 The policy is to be discussed annually by staff and young person during our 'Anti-Bullying Awareness Week'.
- 16.3 Training is given to current and especially to new staff within the Safeguarding training. All staff should undergo awareness training as required in order to equip them to deal with situations. The Anti-Bullying Policy will be reviewed annually.

17 This policy links with the following

- 17.1 Child Protection and Safeguarding in Education Policy
- 17.2 Behaviour Policy
- 17.3 Online Safety Policy

Appendix 1 – Anti Bullying Charter



The Ryes College is a place where we care for each other. We are committed to keeping our community safe and so we will not tolerate any form of bullying.

Anti-Bullying Charter

The Ryes College will be a caring community. We will achieve this if we:

- a) Encourage and help pupils to treat each other with respect and kindness
- b) Supervise pupils at all times and challenge any bullying that we see or hear.
- c) Impose appropriate sanctions for bullying.
- d) Record all incidents of bullying and if necessary, discuss concerns with parents / carers and placing authorities
- e) Discuss bullying as part of our planned curriculum and at other times.
- f) Reflect on, monitor and review our Anti-Bullying Policy on a regular basis.

If you feel you are being bullied you can:

- g) Speak directly to any member of staff at any time
- h) Let us know in confidence, that you have a concern that you want to discuss by saying so
- i) Tell a member of the Senior Buddy Team

If you tell us you are being bullied, we will:

- j) Deal with all bullying concerns quickly, sensitively and effectively, and help ensure that the bullying does not continue.
- k) Support you while the issue is being dealt with and afterwards.

If a parent / carer or authority has a concern about bullying, they can contact us to discuss it at any time. All concerns will be dealt with in line with our Anti-Bullying Policy, copies of which are available on request.