Anti-Bullying Policy

Version 1.0

Associated guidance and policies
'Safeguarding and Child Protection Policy' Equality Act (2010)
'Guidelines for Life at Rugby School Japan'
'Rugby School Japan Complaints Procedure'
'Rugby School Japan Discipline and Rewards Policy'
'Rugby School Japan Standard Terms and Conditions (Parent Contract)'
'Rugby School Japan Pupil Manual'

1.0   INTRODUCTION

1.1 The Governing Body of RSJ is determined to minimise the instances and the impact of bullying within School. Bullying affects everyone, not just the bullies and their targets. It is neither an inevitable part of school life nor a necessary part of growing up. No one person or group, whether staff or pupil, should have to accept this type of behaviour, the seriousness of which can cause considerable emotional damage.

1.2 The aims of this policy are to provide a framework which encourages positive behaviour, respect for individuals and minimises any instances of bullying.

2.0 SCOPE

2.1 This policy applies to all students at RSJ.

2.2 This policy must be read by all teaching staff and resident staff at RSJ. It does not need to form part of the staff ESS sign-off as it is referenced in the RSJ Safeguarding Policy.

3.0 FUNDAMENTAL BELIEFS UNDERPINNING THIS POLICY

3.1 All students have the right to feel safe all of the time. This means both physically and emotionally safe.

3.2 All students can all talk with someone about anything, even if it feels awful or small.

3.3 All members of staff also have the right to work in an environment free from any harassment or bullying; whether this is from staff, pupils or parents.

4.0 DEFINITIONS

4.1 Bullying behaviour can be defined as any form of unpleasant, intimidating or abusive behaviour that involves a real or perceived power imbalance. The behaviour is usually repeated over time, but may be a one-off, and intentionally hurts another pupil physically or emotionally. It is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, sex, gender, homo/trans/bi-phobia, special educational needs and disability or certain health conditions, or because of a child's familial circumstances, such as they are adopted, or have caring responsibilities. Bullying behaviour may be motivated by actual differences between children or perceived differences. For example, bullying can still be homophobic if directed towards a pupil who is perceived to be gay, whether or not this is the case.

4.2 Bullying behaviour may occur directly or indirectly via technology (social websites, mobile phones, text messages, photographs and email). Bullying can involve verbal taunts, banter, sexting, name calling, physical injury, damage to property, rumour spreading, shunning, being picked on, prejudicial remarks or actions of being subject to ridicule or domination.

4.3 Bullying can sometimes amount to child-on-child abuse, which is defined as abuse by one or more pupils against another pupil. Further information about child-on-child abuse, including the procedures to follow when an incident of child-on-child abuse is reported can be found in the School's Safeguarding and Child Protection Policy.

4.4 Further information on some types of bullying:

4.4.1 VERBAL BULLYING: This may involve name calling, may make use of written notes, e-mails, or mobile phone messages and/or may include threats of physical violence. Referring to an exchange as 'banter' or 'a joke' is unacceptable in an attempt to excuse upset being caused to others.

4.4.2 PHYSICAL BULLYING: This often consists of deliberate jostling, bumping or shoving and those responsible may easily maintain that it is accidental when detected for the first time. Physical bullying may also involve theft or damage to property. Not all theft or damage is bullying, but bullying occurs where the intention is to create fear and to use power improperly.

4.4.3 MANIPULATIVE BULLYING (emotional and psychological bullying): This may involve manipulating social networks (including electronic networks) with the intention of excluding, ostracising or marginalising individuals from their friends and normal relationships. Manipulative bullying may also involve the spreading of rumours, posting of electronic images without the other person's consent or malicious accusations.

4.4.4 HOMOPHOBIC BULLYING: Homophobic bullying occurs when bullying is motivated by a prejudice, which includes but is not restricted to, lesbian, gay, transgender or bisexual people.

4.4.5 RACIST BULLYING: The definition of race includes colour, nationality, and ethnic or national origins. The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture and dual-culture, faith community, national origin, or national status

4.4.6 SEXIST BULLYING: This describes behaviour or attitudes displayed resulting in discrimination or prejudice based on a person's sex; usually thought of as discrimination against women/girls.

4.4.7 CYBER BULLYING: "Cyber bullying" is any form of intimidation, abuse or unpleasant behaviour which targets any member of the RSJ community (students, teachers and support staff) that uses information and communication technologies – for example, e-mail, digital and mobile device cameras, text messages, social networking sites, web documents and online blogs. "Cyber bullying" is not restricted to School-based activities and may occur in or out of school and at all times of the day. Any form of bullying, intimidation or unpleasantness directed at anyone in the RSJ community that is published on such sites or through any form of electronic communication will not be tolerated and will be treated as a serious breach of the School Guidelines. Likewise, any posting on such sites that brings the reputation of RSJ into disrepute will be treated as a serious offence. An incident of cyber bullying will be dealt with in accordance with the procedures in this policy. See the School's separate Online Safety Policy for further information about cyberbullying and online safety. See also Appendix 1 of this policy for more information about Cyber Bullying.

5.0 CHARACTERISTICS

5.1 The School recognises that bullying frequently focuses on individual characteristics or differences, and anything that is implied to be different from the perspective of the instigator. In this respect it undermines the School's ethos of promoting equal opportunities and disregards the teaching of important social and moral principles. Bullying may seize upon aspects of body shape or appearance or focus on parental, cultural/bi-cultural or ethnically-based lifestyle choices. It may dwell upon race, religion, nationality or dual nationality. It may also reflect parental lack of awareness and bigotry or neighbourhood feuds. Sexual bullying may involve misogyny or homophobia and focus on alleged sexual attractiveness or lack of it. The School also recognises that children with SEN and who are boarders may be particularly vulnerable to bullying.

6.0 BULLYING OUTSIDE SCHOOL PREMISES

6.1 Teachers have the power to discipline students for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises.

6.2 Staff are expected to act in response to suspected cases of bullying in line with the guidance which follows. Where bullying outside school is reported or witnessed, it should be investigated and acted on. The Designated Safeguarding Lead (DSL) will also consider whether it is appropriate to notify external agencies of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

7.0 POSITIVE BEHAVIOUR AND THE PREVENTION OF BULLYING

7.1 We intend that the ethos of our school will help to instil mutual respect and civilised behaviour and encourage the avoidance of prejudice based language and we recognise that in our approach we should provide pupils with the opportunity to discuss the topic whenever necessary, and relationships education is integral to our PSHE programme.

7.2 Staff awareness is raised through training, meetings and regular review of the policy to ensure that the principles of the school policy are understood, including the reporting and recording procedures. This includes awareness of cyber-bullying.

7.3 The School promotes a culture of kindness in which pupils are encouraged to be caring and kind to everyone within the whole school community.

7.4 Pupils are encouraged to report bullying and not to join in or stand idly by. They must understand that bullying is not an acceptable part of life within our School and that everyone has the responsibility to ensure that it does not happen. To report is to help the bullied and the bully.

8.0 WHAT STUDENTS SHOULD DO IF THEY ARE BEING BULLIED

8.1 Go straight to a member of staff and discuss the matter in private. Remember that silence is the bully's greatest weapon. If you do not feel you can tell a member of staff then tell a friend, a senior pupil, or your parents/guardian.

8.2 Remember that you do not deserve to be bullied and that it is wrong.

8.3 Be proud of who you are. It is good to be an individual.

8.4 Try not to show the bully that you are upset. A bully thrives on your fear.

8.5 Tell yourself that the bully will not feel good about their own behaviour and they need help. By informing a member of staff of the whole background, you can help the bully and yourself.

8.6 You can talk to the Peer Listener, whose contact details are on House noticeboards.

9.0 WHAT STUDENTS SHOULD DO IF THEY KNOW SOMEONE IS BEING BULLIED

9.1 Take action and do something. Tell someone, ideally a member of staff, immediately. If not a member of staff then tell a friend, a senior pupil, or your parents/carer. Don't be a bystander and let bullying happen to someone else. Tell someone!

9.2 All staff understand the seriousness of bullying and will provide support. All staff will ensure that your concerns are investigated and addressed.

9.3 Staff are trained to look out for any early signs of bullying through our safeguarding training. Signs may include the sudden deterioration of a pupil's work, spurious excuses made for not attending activities, arriving late for lessons or activities, a desire to remain around adults, damaged or disappearing school work or property, an appearance of isolation or mood changes. While staff recognise that such behaviour may also be symptomatic of other problems, we also recognise that it might be the early signs of bullying, and the problem should be acknowledged and investigated and, where necessary, be passed on to the HM or tutor in the first instance and then on to the DSL/Deputy Principal (Pastoral).

9.4 Reports of bullying must be logged on CPOMS, the School's software reporting system for safeguarding concerns, even if the outcome is that it is believed that bullying hasn't occurred.

10.0 THE SCHOOL'S RESPONSE TO BULLYING

10.1 Pupils are made aware of what constitutes bullying, its outcomes and how it can be dealt with through the PSHE programme, tutor time and assemblies.

10.2 Staff, through the regular CPD programme and briefings, are made aware of what constitutes bullying and how the school sets out to prevent and tackle instances.

10.3 The DSL/Deputy Principal (Pastoral) maintains a clear picture of bullying throughout the school and ensures that measures are in place to identify patterns and minimise instances.

10.4 The School actively listens to pupils through a variety of channels so insights are provided into how pupils are feeling about their lives both inside and outside school.

10.5 It is important that pupils reporting incidents of bullying are taken seriously and listened to and that positive action is seen to be taken. Staff who observe intimidatory behaviour or have it reported to them should write a summary of the incident and log it on CPOMS and also speak to the relevant HM(s). The School can then identify any pattern of bullying or intimidating behaviour and take appropriate action.

10.6 All pupils holding any position of responsibility are given a briefing on safeguarding procedures and understand the seriousness of bullying and the School's response. They are trained to look out for bullying behaviour and to report it.

10.7 The school will work with the parents of the bully and the bullied, engaging with them promptly when issues of bullying come to light. This partnership will provide consistent guidance away from any bullying behaviour.

10.8 The bullying and the bullied parties may be offered counselling to help them with coping strategies so they can be happy and feel safe in school.

10.8 Following any incident of bullying the situation will be formally monitored over a period of time to ensure behaviour improves and the pupils feel safe and supported. Patterns of conduct likely to cause unease to pupils will also be monitored as will places on the site where pupils feel vulnerable.

10.10 Disciplinary action will be considered in response to bullying. More information may be found in the Discipline and Rewards Policy.

10.11 The School ensures that effective policies and procedures are in place relating to the Acceptable Use of Technology, E-safety, Whistleblowing, Mobile Phones and Personal Devices, Behaviour Management, Photographs and Images of children and Child Protection and Safeguarding Policy.

10.12 Incidents of bullying are summarised by report and reviewed in each meeting of the Safeguarding Sub-Committee of the Board of Governors.

11.0 THE ROLE OF PARENTS

11.1 Parents should report any concerns or anxieties they may have to the HM or Tutor in the first instance. Parents can be reassured that the School will treat their concerns seriously, and sensitively, and that they will be kept informed of any action taken.

12.0 POLICY OWNER

12.1 This policy will be updated by the Deputy Principal (Pastoral).

12.2 The policy is included in the safeguarding suite of policies as well as policies governing behaviour.

13.0 RELATED POLICIES AND GUIDANCE

Keeping Children Safe in Education (2022)
Discipline and Rewards Policy
Safe to Learn: Anti-Bullying Resources
DfE: Preventing & Tackling Bullying (2017) – Advice for school Leaders, Staff and Governors DfE:
Teaching Online Safety in schools (2019)
DfE: Education for a Connected World (2020)

DfE Keeping Children Safe in Education
DfE: Cyberbullying: Advice for headteachers and school staff (2014)
RSJ Safeguarding and Child Protection Policy
Anti-Bullying Alliance
https://www.nationalbullyinghelpline.co.uk/kids.html
Respect Me | What is bullying and how can we support those affected?
Childnet — Online safety for young people
Keeping children safe online | NSPCC
CEOP Education (thinkuknow.co.uk)

14.0 FURTHER INFORMATION

14.1 Please contact the Deputy Principal (Pastoral) for more information about this policy on simon.palferman@rugbyschooljapan.com.

APPENDIX 1 – CYBERBULLYING

A1.0 THE DIFFERENT FORMS OF CYBERBULLYING

A1.1 Threats and intimidation: threats may be sent by mobile phone, email, within online games, via comments on websites, social networking sites or message boards. Threats can include violence, including sexual violence, or threats to disclose information about someone that may harm them, or that they are not ready to share – for example, the threat to make someone's sexual orientation or gender identity known (to 'out' someone) when they may not feel ready for this.

A1.2 Harassment or stalking:
A1.2.1 repeatedly sending unwanted text or instant messages or making phone calls (including silent calls).

A1.2.2 Using public forums, such as social networking sites or message boards, to repeatedly harass, or to post derogatory or defamatory statements.

A1.2.3 Tracking someone's activity and collecting information about them, for example by searching databases and social network services; by pretending to be other people and 'friending' the person; or by using spyware.

A1.2.4 Doxing: the practice of posting personal information about someone online without their permission.

A1.3 Vilification/defamation of someone:

A1.3.1 Posting upsetting or defamatory remarks about an individual online, or name-calling, general insults, and prejudice-based bullying, for example sexist, homophobic and racist messages.

A1.3.2 'Slut-shaming': attacking people on the grounds of perceived or fabricated transgressions of socially acceptable sexual behaviours i.e. reposting of texts or images, or the fabrication of information.

A1.4 Ostracising/peer rejection/exclusion: online exclusion may be harder to detect than people being marginalised in a physical space, such as a classroom. On some services, it is possible for members to set up a closed group, which can protect members from unwanted contact, but can also be used to exclude others. Functions that can be used to block abusive behaviour can also be used to exclude others online.

A1.5 Identity theft/unauthorised access and impersonation: 'Hacking' is generally used to mean accessing someone else's account, by finding out or guessing their username and password information for example. Unauthorised access to computer material is illegal. Often hacking is followed by information or documents being changed or shared. Sometimes people pretend to be someone else online. On occasions, the impersonator may behave in a way calculated to get the person that they are impersonating into trouble. This should be borne in mind when investigating cases of cyberbullying.

A2.0 WHAT MAKES CYBERBULLYING DIFFERENT?

A2.1 The use of technology in cyberbullying means that there are some significant differences between this and bullying that takes place in physical spaces. Online communications leave a digital trail so it is often easier to establish what has happened because the evidence is online. A single incident – one upsetting post or message – may escalate into cyberbullying involving a number of people over time.

A2.2 People do not have to be physically stronger, older, or more popular than the person they are bullying online. Cyberbullying is not confined to a physical location and it can take place at any time.

It is therefore very difficult for targets to create a safe, private space. Online content can be hard to remove, and can be re-circulated and reposted. The potential number of people who can see content posted online is very large. Single incidents of online abuse can quickly escalate, bullying for example by reposting, sharing and commentary. The person being bullied does not always know the identity of the person or people bullying them. They will not know who has seen the abusive content and that can create a lot of anxiety.

A2.3 Initial incidents escalate because of sharing and reposting. By endorsing or reposting someone else's abusive post people are actively participating in bullying behaviour, although they often don't recognise this.

A2.4 The following groups of students are particularly vulnerable to cyberbullying behaviour: girls, students with special education needs and disabilities, students who identify as LGBT+. Students may also be targeted because of their race, ethnicity, national origin, or religion.

A3.0 SEARCHING ELECTRONIC DEVICES

A3.1 The UK Education Act 2011 amended the power in the UK Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Principal, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

A3.2 If a member of staff has reasonable ground to suspect that an electronic device contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

A3.4 If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

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