



Rye College Policy

Policy Title:	Anti-Bullying Policy
Leadership Responsibility:	Headteacher
Review Body:	Executive Headteacher
Date:	June 2022
Review:	June 2023

Context

At Rye College [the Academy] our mission is to 'create bright futures for all'. With this in mind, we work hard to ensure that every child is happy and well supported on their educational journey with us. We want every child to grow and flourish in our care. Bullying of any kind is unacceptable at our college. If bullying does occur, all students should be able to tell an adult and know that incidents will be dealt with promptly and effectively. We are a telling College. This means that anyone who knows that bullying is happening is expected to tell a colleague.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Management Policy
- Safeguarding and Child Protection Policy
- Searching, Screening and Confiscation Policy
- Exclusion Policy
- RSHE Curriculum



Objectives

- All AAC members, teachers, associates, students, parents and families should understand what bullying is.
- All AAC members, teachers and associates, should know what the Academy's policy is on bullying, and follow it when bullying is reported.
- All students and parents should know what the Academy's policy is on bullying, and what they should do if bullying arises.
- As an Academy we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.
- The College draws on the latest guidance from NSPCC and other agencies in developing the most effective approaches.

What is Bullying?

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at the Academy, at home or online. It is usually repeated over a long period of time and can hurt a child both physically and emotionally.

Definitions

In most incidents reported as bullying, the root of the behaviour is a breakdown in the dynamics of a friendship group, so we have defined bullying as deliberately hurtful behaviour repeated over a period of time, which may be verbal (including racism), physical, social, cyber or psychological. We use a simple definition: S.T.O.P. = Several - Times - On - Purpose.

Why is it Important to Respond to Bullying?

Bullying hurts. 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.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Types of Bullying

Bullying can take different forms. It could include:

- Physical bullying, such as hitting, slapping or pushing someone.
- Verbal bullying, such as name calling, gossiping or threatening someone.
- Non-verbal abuse, such as hand signs or text messages.
- Emotional abuse, such as threatening, intimidating or humiliating someone.
- Exclusion, such as ignoring or isolating someone.
- Undermining, by constant criticism or spreading rumours.
- Controlling or manipulating someone.
- Making silent, hoax or abusive calls.
- Racial, sexual or homophobic bullying/discrimination.
- Bullying someone because they have a disability.



- **Child-on-child abuse:** any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children. This includes harmful sexual behaviours including but not limited to; sexual violence and harassment.

Rye College will not accept any form of **discriminatory abuse**. This may include:

- Verbal abuse, derogatory remarks or inappropriate use of language related to a protected characteristic.
- Deliberate exclusion on the grounds of a protected characteristic.
- Harassment, slurs, or similar treatment based on a difference or perceived difference.
- **Misogynistic/Misandrist behaviour or comments.**

What is Cyber-bullying?

Cyber-bullying is bullying that takes place online. Unlike bullying in the real world, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.

Types of Cyber-bullying

Cyber-bullying can include:

- Sending threatening or abusive text messages.
- Creating and sharing embarrassing images or videos.
- Trolling –sending of menacing or upsetting messages on social networks, chat rooms or online games.
- Excluding children from online games, activities or friendship groups.
- Shaming someone online.
- Setting up hate sites or groups about a particular child.
- Encouraging young people to self-harm.
- Voting for or against someone in an abusive poll.
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.
- Sending explicit messages, also known as sexting **or nude image sharing.**
- Pressuring children into sending sexual images or engaging in sexual conversations.

*Please beware the College has limited ability to deal with online bullying. **In all cases we advise the victim to block and report the person to the social media platform being used.** In cases of sexual images or explicit messages, we assist students in reporting the contents to CEOP (Child Exploitation Online Protection). Families involved in such cases can always contact the college for advice.*

Child-on-Child – Harmful Sexual Behaviours

Harmful Sexual Behaviour refers to developmentally inappropriate **sexual behaviour** which is displayed by children and young people and which may be **harmful** or abusive. It can be displayed towards younger children, peers, older children or adults.

In the event of an allegation and/or disclosure of harmful sexual behaviour, including but not limited to:

- **Sexual Violence** refers to offences under the Sexual Offences Act 2003.



- **Sexual Harassment refers** to unwanted conduct of a sexual nature which violates the dignity of the student, degrades, humiliates them and/or creates a hostile, offensive or sexualised environment.
- Sexual harassment can include:
 - Sexual comments, jokes and taunting.
 - Physical acts such as brushing past them, interfering with clothes, and displaying images of a sexual nature.
 - Online sexual harassment such as sharing of sexual images, unwanted sexualised comments, sexual exploitation, and sexualised bullying.

Coercive control refers to forcing a person to do something that they would not normally do by making threats against their safety or well-being, or that of their relatives or property.

A referral will be made to the Designated Safeguarding Lead will fully investigate the allegation and/or disclosure in line with the Safeguarding and Child Protection Policy.

This policy should be read in conjunction with the Trust Safeguarding Policy and Academy Safeguarding and Child Protection Policy and Rye College Behaviour Management Policy.

What are the Signs of Bullying?

No single sign will indicate for certain that a child is being bullied, but watch out for:

- Belongings getting 'lost' or damaged.
- Physical injuries, such as unexplained bruises.
- Being reluctant to go to the Academy, being mysteriously 'ill' each morning, or trying to avoid the Academy.
- Not doing as well at the Academy or a change in character.
- Asking for, or stealing, money (to give to whoever's bullying them).
- Being nervous, losing confidence, or becoming distressed and withdrawn.
- Problems with eating or sleeping.
- Bullying others.

What do we do to stop bullying?

- We are a 'telling College' where anyone who sees bullying, or experiences it, tells an adult.
- Inform the parents or family of the bully of what has been happening.
- Make the punishments for bullying known to all the children.
- Show all the children how to walk away from a bully.

What should students do if they think they are being bullied?

Tell someone – it could be their teacher, parent, family member or any other adult in the Academy.

What should the students tell an adult?

- Who has been bullying you?
- How long has this been going on?
- How many times has this happened to you?
- Has anyone seen this happen? If so, who?



- Has anyone else been bullied by the same person?
- Have you told anyone else about this before?
- Was anything done about it?
- Have you done anything unhelpful that has not helped the situation?

What should a student do if they witness bullying?

- Tell an adult in the Academy.

What action will our Academy take?

- The Academy will always make its first priority the immediate physical safety of our students.
- The responsible adult will lead the 'no blame' sessions – following carefully the procedures that are laid down in Appendix 1.
- The Academy will inform parents and families of the facts so far established and what has been done so far **when possible**.
- **Parents will be asked to meet with the Academy separately if the bullying behaviour reaches the level of sanctions and suspensions.**
- If any agreed strategy then breaks down, a review of the application of the Behaviour Management Policy will be undertaken including alternative approaches.

What should parents do about bullying?

Inform our academy if they think their child is being bullied or is bullying other children. Try to establish the facts and keep an open mind. The symptoms at home of children being bullied or who are bullying can sometimes be very similar. With older children it might be useful to refer to this policy. With all children, parents and families should talk about the problems of bullying with their child.

Prevention

We use a number of methods for helping children to prevent bullying as and when appropriate – many recommended by Kidscape, these may include:

- Assemblies and tutor programmes.
- Signing a Behaviour Contract.
- Life Education sessions focused on diversity.
- Visible presence around the college at breaks.
- Welcoming space for students to air their concerns (the Hub).
- yourconcern@ryecollege.co.uk dedicated email address for students to report incidents. This is monitored by the Safeguarding team weekly.
- Circle time sessions with Place 2 Be for Year 7 students with the theme of friendship.

Important information about bullying

- The nature of bullying can change as children grow older, and can become subtler.
- Most bullying is not physical, or direct. Children identify emotional and social forms of bullying as most hurtful.
- Bullying exists in all ages, social, ethnic and gender groups and in both urban and rural settings.



- Most bullying is between children of the same age.
- Those who witness bullying are as deeply affected as those who are directly bullied.
- Children follow examples. If home life does not offer a secure and safe environment and they frequently see aggressive behaviour between adults and towards themselves they will tend to adopt aggressive behaviour patterns themselves.

Further information

Further information, advice and guidance can be sought independently of the Academy at:

- www.kidscape.org.uk/advice/advice-for-parents-and-carers
- www.anti-bullyingalliance.org.uk
- www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying
- <https://www.ceop.police.uk/safety-centre/>

Monitoring and Evaluation

The Academy views bullying as a very serious impairment to our educational community even though incidents are small in number. We will therefore review the number of incidents on a regular basis and ensure provision and prevention planning is proportionate and timely.

Reviewing

This policy will be reviewed on an annual basis.

February 2019 BBL

May 2020 BBL

May 2021

June 2022 BBL



EQUALITIES

We recognise that our students bring with them a wide variety of behaviours influenced by life experiences outside college. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the Trust's Equality Policy taking into account students with protected characteristics and making reasonable adjustments for students with a disability within the meaning of the Equality Act 2010. Both the college and Trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the Trust's Equality Policy, the college seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

DATA PROTECTION

Rye College [The Academy] processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All colleagues are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.



Appendix 1

Process for dealing with bullying

A member of the Hub will **discuss the situation with the student reporting the bullying** to clarify the information and decided upon a course of action that the student is comfortable with.

The actions available to the member of staff and student, form a tiered response which is dependent on any discussion / investigation outcome, the course of action requested by the student and any previously reported incidents relating to the bullying student(s).

They can include but are not limited to:

Mediation – the ‘no blame approach’

In most cases reported as bullying, the root of the behaviour is a breakdown in the dynamics of a friendship group. This approach is used as a method of dealing with the breakdown of friendships that can lead to bullying behaviour. Using this method, the bullying is the focus not the student(s). The no-blame approach adopts a seven-step response to incidents of bullying:

- The teacher talks to the student who has been bullied.
- The teacher convenes a meeting with the students involved, the reporting student and a friend.
- The teacher ensures that there is no power imbalance with numbers of students and then explains the problem.
- The group shares the responsibility. The teacher asks the group for their ideas and records their decisions on a joint agreement plan
- The teacher leaves it up to them to implement.
- The teacher meets with the group, after a few days, to review the progress made.
- The teacher will decide who, at this stage, needs to be informed.

Warnings / Restricted areas

This approach is used as a method of dealing re-occurring incidences of bullying. The parents of student and the student who is bullying are informed that further action will be taken if it does not stop. Access to certain areas of the college during social time may be restricted with sanction put in place if these restrictions are broken. This allows College and home to work together to address the re-occurring bullying behaviour.

Sanctions – detentions, solo study etc.

This approach is used as a method of dealing re-occurring incidences of bullying. The parents of student and the student who is bullying are informed that further incidents may result in suspension from college. The restricted areas may be increased or the student may be required to remain with a member of staff on duty during social time. If the incidents are occurring during lessons the student may be required to move groups.

Suspension (dependant on evidence)

This is only used as a final resort – the bully is suspended for bullying and this phrase appears on their school suspension record.



In more serious cases the Police may be informed i.e. significant physical bullying where a legal threshold may have been reached.

In all cases support will be offered to both parties. (Please note this is not an exhaustive list).

Possible support for student reporting

- Place-to-Talk appointment.
- Safe space.
- Nominated adult.
- Peer mentoring.
- Communication with staff to be vigilant.

Possible support to change bullying behaviour

- Place-to-Talk appointment.
- Communication with staff to be vigilant.
- EDI Champion if identified as linked to a protected characteristic.