

Anti-Bullying Policy including Cyberbullying

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Lead for Review	Principal

Rationale

Bullying can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. The bullying of students or staff will not be tolerated and will be dealt with promptly.

At Leiths School of Food and Wine (Leiths) we believe that no one deserves to be a victim of bullying; everybody has the right to be treated with respect. Bullying can be very serious, on occasion causing lasting psychological damage and even suicide. Students who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

By effectively preventing and tackling bullying Leiths can help to create a safe environment, where students are able to learn and fulfil their potential.

Definition

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”.

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; belittling; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, (online/cyberbullying). This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Context at Leiths

At Leiths, the curriculum focuses on food and wine and there is no broader opportunity within the curriculum to teach anti-bullying explicitly. However, the culture at Leiths is one of mutual respect and tolerance and we strive to exemplify this in our behaviours in order to sustain an environment in which there is no bullying, cyberbullying nor tolerance of such.

The school structure and high staff ratio ensures class tutors and other teachers and staff build strong relationships with students. The school has an open-door policy and any student concerned about bullying is encouraged to discuss any problems with their class tutor or another preferred member of staff as a first step.

Staff responsibilities

Staff must report all incidences of bullying to the Designated Safeguarding Lead (DSL) or a Deputy DSL (DDSL). This includes suspected incidences of observed bullying as well as reported allegations of bullying.

All staff must challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.

Our first response to an incident of bullying takes into account our ethos of non-confrontation and attempts to ease tension between the victim and the bully through a process of mediation. After an investigation and hearing, steps may be taken to exclude a bullying student. In some cases, bullying will be a gross misdemeanour and result in immediate exclusion. Bullying relating to Leiths staff will be dealt with according to staff disciplinary and grievance procedures.

Allegations of bullying are treated seriously, and the student is treated in line with our Safeguarding Policy.

If a student discloses abuse staff are asked to treat the allegation very seriously whether the student is a child, vulnerable adult or a student aged over 18 as we acknowledge our duty of care towards all students. The policy at Leiths is to listen, to reassure the student that they are believed, and that that they were right to speak to the member of staff who will keep notes of the conversation. The member of staff must tell the student what he/she will do next and must then tell the DSL immediately about the conversation. The member of staff will not interrogate the student and will not make promises that he/she cannot keep. Nothing will be said to make the student feel responsible for the alleged abuse.

A record is kept by the DSL of incidences of bullying and actions taken. This record is contained within the Safeguarding Log which is reviewed regularly by the Safeguarding Committee (DSL and DDSLs).

Examples of bullying:

- Bullying related to cooking ability and speed in the kitchens
- Bullying related to physical appearance
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Online bullying/cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying

Cyberbullying

Definition

This is sending or posting harmful, hurtful or cruel text or images using the Internet or other digital communication devices. It is the use of technology, commonly a mobile phone or the internet, deliberately to upset someone else.

It can take place across age groups and school staff and other adults can be targeted.

It can draw bystanders into being accessories.

It includes: threats and intimidation; harassment or 'cyber-stalking'; vilification/defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images, sharing nudes or semi-nudes, upskirting, and manipulation.

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

- Invasion of personal space and intrusion – the victim can never escape it and it can happen at any time of day or night
- 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 students, who may not normally become involved in bullying behaviour, may be drawn in unwittingly by, for example, forwarding or circulating an image or message. Of course, everyone is entitled to their private life and to freedom of expression, but students must consider whether the material they are sending, or forwarding, may cause upset.

Some categories of cyberbullying

1. Message bullying involves sending unwelcome messages via any messaging app or an SMS that are threatening or cause distress or upset.
2. Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
3. Sharing of nudes or semi-nudes, previously known as 'sexting' is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. Sharing of nudes or semi-nudes does not include the sharing of sexual photos and videos of under-18 year olds with or by adults; that would be a form of child sexual abuse and must be referred to the police.
4. Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

5. Phone call bullying via mobile phone uses 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. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
6. Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
7. Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
8. A cyberbully may post an embarrassing "story", usually with images, on a social media site e.g. Instagram.
9. Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. Students who bully may set up website pages and invite others to post derogatory comments about a student.

There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying. Students who bully may post fake and/or offensive photographs of the victim via a social networking site, email or mobile phone. Students who are bullies may hack into social networking sites and remove and circulate material which may be embarrassing or personal.

What staff can suggest students do

If you are being bullied, remember bullying is never your fault. It can be stopped, and it can usually be traced.

Don't ignore the bullying - tell someone you trust, such as your parent, friend, teacher, tutor, the DSL or any member of staff.

Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.

There is plenty of online advice on how to react to cyberbullying. For example, www.kidscape.org and www.wiredsafety.org have some useful tips.

Direct Messaging

You can turn off incoming messages for a couple of days.

You can block direct messages from the bully.

If bullying persists you can change your phone number (ask your mobile service provider).

Do not reply to abusive or worrying text or video messages - your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.

Email (less common these days)

Never reply to unpleasant or unwanted emails.

Don't accept emails or open files from people you do not know.

Chat Room & Instant Messaging

Never give out your name, address, phone number, name of your school or password online. It is a good idea to use a nickname. Do not give out photos of yourself either.

Do not accept emails or open files from people you do not know.

Remember it might not just be people your own age in a chat room. Stick to public areas in chat rooms and get out if you feel uncomfortable.

Think carefully about what you write - don't leave yourself open to bullying.

Student and staff responses to cyberbullying

Most cases of cyberbullying will be dealt with through the procedures outlined in the Anti-bullying policy.

- Staff and students should preserve evidence and a record of abuse; save phone messages, record or save-and-print direct messages conversations, print or produce a screen-grab of social network pages, print, save and forward to staff whole email messages.
- Advise the person being bullied not to retaliate or reply.
- Advise the person to consider what information they have in the public domain and to take remedial action as far as possible.

Unless the victim sees it as a punishment, they may be advised to change their mobile phone number.

If hurtful or embarrassing content is being distributed, the victim can get it removed from the web. If the person who posted it is known, staff should ensure they understand why it is wrong and ask them to remove it. Alternatively, the victim or member of staff can contact the host provider and make a report to get the content taken down.

A staff member should ask the bullying student to delete the offending content and say who they have sent it on to and ensure they too delete the harmful content.

In addition to the disciplinary measures listed above, the bully may have their access to Leiths network restricted and/or their laptop or other devices confiscated.

Appendix A: Signs and Symptoms of Bullying

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 come into school (becomes school phobic) and/or begins truanting
- becomes withdrawn, anxious, nervous or lacking in confidence or starts stammering
- attempts or threatens suicide or runs away feels ill in the morning / feigns illness
- begins to do poorly in schoolwork / suffers an inability to concentrate in class, has possessions go "missing", starts stealing money (to pay bully) has money continually "lost" has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- has started to bully other students
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above.

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