



# Anti-Bullying Policy

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Related documents	<b>The school's Anti-Bullying Policy Code of Conduct Complaints Equality, Diversity and Inclusion Whistleblowing</b>
Signed-off by	<b>Governance Board</b>

## One Page Summary of RKT Anti-Bullying Policy

This policy document from Red Kite Teacher Training (RKT) aims to establish a clear framework for addressing bullying and harassment within the organisation, emphasising the importance of creating a safe and supportive environment for all members of the community. The document outlines the different forms of bullying, the responsibilities of staff and trainees, and provides resources for seeking help and support.

### Takeaway

Red Kite Teacher Training (RKT) has implemented an Anti-Bullying Policy to ensure a secure and caring environment for all members of its community, including trainees, staff, and visitors. The policy defines bullying as any behaviour that hurts another individual or group, physically or emotionally, and outlines various forms of bullying, including physical, verbal, indirect, and cyberbullying. It emphasises that anyone can be a bully or a victim, and that bullying can be based on perceived differences, such as shyness, academic ability, physical appearance, or belonging to a particular group. The policy also defines harassment as unwanted conduct related to a protected characteristic that violates the victim's dignity or creates a hostile environment. It highlights the differences between bullying and harassment, emphasising that bullying often involves a pattern of behaviour, while harassment is usually more overt and obvious. The policy outlines the responsibilities of staff, including fostering trainees' self-esteem, watching for early signs of distress, and offering support to victims. It also outlines the responsibilities of trainees, including refraining from bullying, reporting incidents, and seeking help. The policy concludes by providing a list of important websites and organisations offering help and support for victims of bullying.

- RKT has an Anti-Bullying Policy to create a safe and supportive environment.
- Bullying is defined as any behaviour that hurts another individual or group, physically or emotionally.
- Bullying can be physical, verbal, indirect, or cyberbullying.
- Anyone can be a bully or a victim.
- Bullying can be based on perceived differences, such as shyness, academic ability, physical appearance, or belonging to a particular group.
- Harassment is unwanted conduct related to a protected characteristic that violates the victim's dignity or creates a hostile environment.
- Staff are responsible for fostering trainees' self-esteem, watching for early signs of distress, and offering support to victims.
- Trainees are responsible for refraining from bullying, reporting incidents, and seeking help.
- The policy provides a list of important websites and organisations offering help and support for victims of bullying.

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***“Everyone is an insider, there are no outsiders – whatever their beliefs, whatever their colour, gender or sexuality” – Archbishop Desmond Tutu***

**Trainees must also have regard for the placement school’s Anti-Bullying Policy.**

## **1. Purpose**

Every member of the community of Red Kite Teacher Training (RKTT) has the right to be in a secure and caring environment in order to realise their true potential in all aspects of their work and training, free from humiliation, intimidation and abuse. They also have the responsibility to contribute, in whatever way they can to the protection and maintenance of such an environment. Red Kite Teacher Training does not tolerate bullying and all incidents are taken seriously. Sanctions could include exclusion from the course.

The purpose of this policy is:

- to give clear guidance for trainees to recognise bullying in different situations,
- to create a climate of openness and support,
- to provide links to useful websites and organisations,
- to demonstrate that as an organisation that we will not tolerate bullying.

## **2. What is Bullying?**

Bullying is defined as behaviour by an individual or group that hurts another individual or group, either physically or emotionally. Bullying is generally taken to mean any sort of physical or psychological intimidation. It could hurt, threaten or frighten someone and cause distress. There are a number of kinds of bullying. These may be exhibited by an individual student towards another individual, by a group towards an individual or by one group to another. It can include personal, sexual or racial harassment and bullies can frighten so that a person does not want to go to school.

### **2.1 What does bullying consist of?**

In the main it consists of:

- 2.1(a) Physical – hitting, kicking, pushing, spitting, pinching, sexual assault, throwing things, extortion, stealing, hiding or damaging belongings;
- 2.1(b) Verbal – name calling including about appearance, mockery, insulting, making offensive remarks, sexual innuendo, threatening;
- 2.1(c) Indirect – spreading unpleasant stories about someone, exclusion from social groups, being made the subject of malicious rumours, intimidation, graffiti, defacing of property, display of pornographic, classist, disablist, homophobic, racist or sexual material;
- 2.1(d) Cyber bullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

### **2.2 Who bullies?**

**Anyone** has the capacity to bully. Those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work in schools.



### **2.3 Who is bullied?**

**Anyone** can be bullied – student, trainee, parent/carer/guardian or staff member. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, academic ability, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour. Frequently the perceived difference comes from labelling an individual as part of a group. Such bullying would then be designated as classist, disablist, homophobic, racist and religious, or sexist. People can be a member of more than one group.

### **2.4 What is classist bullying?**

In classist bullying, a person is targeted for representing a perceived class or socioeconomic group. This not only impacts on the individual person, but on their families and others perceived to be from that same group.

### **2.5 What is disablist bullying?**

People with Special Educational Needs or disabled people may be less able or more reluctant to articulate experiences as well as others. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

### **2.6 What is homophobic bullying?**

In homophobic bullying, a person is targeted for being or being perceived as a lesbian, gay, bisexual or transgendered (trans) person. People do not have to be lesbian, gay, bisexual or trans to suffer homophobic bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same group. It may be based on gender stereotyping.

### **2.7 What is racist and religious bullying?**

In racist and religious bullying, a person is targeted for being perceived as being a member of a different ethnic, cultural or religious, group. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same or similar group. Inappropriate assumptions may be made about someone's religion or belief because of their ethnic origin.

### **2.8 What is sexist bullying?**

In sexist bullying, a person is targeted for being of a particular gender. This bullying impacts on the individual person and can influence the views of other students.

### **2.9 What is cyberbullying?**

2.9(a) It can be anonymous

2.9(b) It can affect the target 24 hours a day, every day, as it intrudes into safe and personal spaces

2.9(c) It can spread very quickly and resurface at a later date

2.9(d) It can target students, trainees, teachers and other adults

It can take the form of: -

2.9(e) Sending offensive texts/messages by mobile phone or via apps

2.9(f) Picture/video bullying via mobile phone and other device cameras including iPads

2.9(g) Phone call bullying via mobile phone

2.9(h) Email bullying



- 2.9(i) Chat Room bullying
- 2.9(j) Bullying via Instant Messaging
- 2.9(k) Bullying via Websites
- 2.9(l) Bullying via social networking sites
- 2.9(m) Bullying via gaming sites (voice over)
- 2.9(n) Uploading images to the Internet which may cause upset

## **2.10 Beat the cyberbullies**

- 2.10(a) Tell someone you know and trust
- 2.10(b) Tell the company that provides your account, internet access or mobile phone
- 2.10(c) Use the “report” or “report abuse” button on individual sites to report inappropriate content
- 2.10(d) Call the police
- 2.10(e) Keep any text messages from Cyberbullies
- 2.10(f) Keep Email and URL (web addresses)
- 2.10(g) Note dates and times, messages and Emails are received and sent
- 2.10(h) Save screen-shots from chatrooms
- 2.10(i) Copy and paste messages from Instant Messenger
- 2.10(j) Be careful as to who you ‘add’ or ‘accept’ as a friend

## **3. What is Harassment?**

Harassment is defined in the Equality Act 2010 as: “unwanted conduct related to a protected characteristic that has the purpose or effect of violating the victim’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the victim”.

Protected characteristics for this purpose are:

- a) age,
- b) disability,
- c) gender reassignment,
- d) race,
- e) religion or belief,
- f) sex, and
- g) sexual orientation.

Note that pregnancy/maternity and marriage/civil partnership are not protected characteristics in the context of harassment.

## Harassment v Bullying

An examination of the differences between harassment and bullying will help to isolate those qualities unique to bullying.

Harassment	Workplace Bullying
Has a strong physical component – e.g. contact, touch, intrusion into personal space, damage to possessions and sabotage of target's work.	Almost always psychological, except in rare cases with male bullies
The perpetrator tends to focus on individual difference as the object of harassment (e.g. sex, race, sexuality)	The target is usually discriminated against because they are competent or popular.
Harassment may occur once or several times, but the target is usually aware that it is harassment right from the beginning.	The target may not realise they are being bullied for weeks or months. Often the target will have a light-bulb moment, when they realise that a series of often seemingly insignificant incidents amount to intimidation and victimisation.
Offensive vocabulary is often used.	Tends to be characterised by a series of minor criticisms or false or unfair allegations. Offensive words are less commonly used than in harassment.
The aggressor attempts to possess the target.	Often, a bully will start by attempting to control and dominate the target. Later, they will try to drive them to break down or leave the organisation.
Harassment often takes place in public as a means of peer approval or image building.	Usually bullying takes place in private without witnesses.
Target seen as easily victimised.	Target seen as a threat that must be dominated.

## Summary

As the above comparison shows, people who bully and those who are guilty of harassing their colleagues, tend to operate in different ways. Bullies are often devious, operating out of sight of witnesses, and engaging methods which, when viewed in isolation, can seem fairly harmless. A pattern of behaviour will usually have to be identified in order to prove that bullying has occurred. An employee who is guilty of harassment will use individual difference as a means of victimising others. Their behaviour tends to be much more obvious, e.g. they may use offensive language or harass the target in front of others. Harassment is, therefore, often easier to identify and confront.

## 4. The Responsibilities of all Stakeholders: Staff

- 4.1 Foster trainees' self-esteem, self-respect and respect for others.
- 4.2 Demonstrate, by example, the highest standards of personal and social behaviour That we expect of our trainees.
- 4.3 Watch for early signs of distress in trainees – deterioration of work, sudden change in attitude, spurious illness, isolation, the desire to remain with adults, often being late for school, low self-esteem, bruises and cuts, avoidance





of school/training. All of the above may be symptomatic of other problems but may be early signs of bullying.

- 4.4 Be available and willing to listen. Treat the information seriously.
- 4.5 Follow up any complaint by a trainee about bullying, and report back promptly and fully on the action which has been taken.
- 4.6 Record incidents of bullying precisely and be seen to do this.
- 4.7 Offer the victim immediate support and help by putting the provider's procedures into operation.
- 4.8 All observed incidents of bullying must be stopped immediately. They must then be dealt with, either immediately or at a later more appropriate time.
- 4.9 Bullying is always wrong – a victim of bullying must not be made to feel guilty because she/he is bullied.
- 4.10 Help trainees think about strategies to use.
- 4.11 Ensure that trainees know what to do when they are bullied.
- 4.12 Tell the trainees from day one that bullying is not tolerated. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales.
- 4.13 Cyberbullying - arrange and oversee the removal of inappropriate content. Providers and/or the police may need to assist with this.
- 4.14 Cyberbullying – be prepared to contact the police regarding any illegal content (including threatening or menacing behaviour).

## 5. Trainees

- 5.1 Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- 5.2 Tell a member of the RKT team or any other adult in school you trust if you have witnessed or suspect bullying is taking place.
- 5.3 Tell them again if the bullying does not stop.
- 5.4 Talk to your friends about it and say no to the bully.
- 5.5 Report instances of cyberbullying which you see or hear about.
- 5.6 Do not retaliate or respond to upsetting texts.
- 5.7 Keep hurtful texts and other messages.
- 5.8 Copy and paste hurtful messages received via messages and social networking sites.
- 5.9 Block individuals who upset you.
- 5.10 Ensure social networking sites are only accessible to invited friends.
- 5.11 Try not to show you are upset, which although difficult, will help discourage the bully.
- 5.12 Try to appear confident.
- 5.13 Just walk past if people call you unpleasant names.
- 5.14 If you feel threatened walk away.
- 5.15 Tell yourself you don't deserve to be bullied.

Note - Bullying **may be characterised** as offensive, intimidating, malicious or insulting behaviour, or an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.

Harassment is defined in section 26 of the Equality Act 2010 as unwanted conduct related to a relevant protected characteristic and which violates a person's dignity or has the purpose or effect of creating an intimidating, hostile, degrading, humiliating or offensive environment.

**Therefore**, a placement school's **typical** expectations would not be classed as bullying or harassment.



## 6. Important Websites and Organisations Offering Help and Support

If you do not want to speak to someone you know but need help and advice, you can:

- Ring the National Bullying Helpline - 0300 323 0169

Websites offering help and advice:

- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- [www.kidscape.org.uk/](http://www.kidscape.org.uk/)
- [www.childline.org.uk/](http://www.childline.org.uk/)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.stoptextbully.com](http://www.stoptextbully.com)
- [www.beyondbullying.com/](http://www.beyondbullying.com/)
- [www.bbclic.com/](http://www.bbclic.com/)
- [www.bullying.co.uk](http://www.bullying.co.uk)
- [www.childnet-int.org](http://www.childnet-int.org)
- [www.cyberbullying.org](http://www.cyberbullying.org)
- [www.chatdanger.com](http://www.chatdanger.com)
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [Information and advice about all forms of bullying \(nationalbullyinghelpline.co.uk\)](http://nationalbullyinghelpline.co.uk)

