

**ANTI-BULLYING, CYBER BULLYING &
ON LINE SAFETY/ACCEPTABLE USE POLICY**

Persons responsible for this Policy: Karen Abbott

September 2025 – reviewed annually

Harrison Allen aims to provide a caring, friendly and safe environment for all staff, tutors, and students. This is dependent on maintaining high standards of behaviour, care and control so that all our students have the right to enjoy learning free from intimidation. Our students are always treated fairly, and with respect and dignity. If bullying (including cyberbullying, prejudice-based and discriminatory bullying and child on child issues) does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

Bullying deprives people of the right to make progress and to achieve their full potential. Specifically, it deprives students of the right to an education within a safe, secure and positive environment. We will not tolerate bullying of any kind.

It is important that all incidents of concern are reported immediately to the Designated Safeguarding Lead, Karen Abbott, or her deputy, Susi Wood.

The relevant government guidance on Bullying and Cyber-bullying is at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Also relevant is

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

being the SEND code of Practice

Helpful advice can also be found at

Childnet – which provides guidance on cyberbullying

Annex B and D of Keeping Children Safe in Education September 2024

In line with our **Behaviour and Attendance Policy** we aim to

- create a harmonious and effective working environment for tutors and students.
- set the boundaries of acceptable behaviour.
- provide orderly conditions in which students can learn to give their best.
- ensure the safety of students, tutors and office staff.

Staff Responsibilities

In order to achieve our aims for good behaviour and discipline at Harrison Allen tutors and staff:

- keep rules to a minimum and ensure they are relevant.
- recognise the importance of maintaining good relations between tutors and students and a creative approach to teaching
- be alert to bullying, sexist behaviour and racial harassment.
- ensure that good behaviour/work is celebrated and a balance is maintained between positive and negative behaviour management.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Bullying is usually unprovoked and is often repeated and can continue for a long period of time. Bullying can include a wide range of behaviour. This may include:

- Physically aggression: hitting, kicking, pushing, taking or damaging belongings;
- Verbal: name calling, mocking of accents, sarcasm, nasty teasing or spreading rumours
- Prejudice based and discriminatory bullying including racist taunts, graffiti or gestures.
- Emotional: deliberately leaving someone out, tormenting (e.g. hiding books, threatening gestures) or ignoring someone
- Non-verbal: 'dirty' looks, gestures or staring
- It is important to be alert to the possibility of child-on-child bullying

- Cyber-bullying including sexualised online bullying

Children may have occasional disagreements with each other. This kind of behaviour is not bullying, but will also be taken very seriously.

Why it is important to respond to bullying

Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Anyone who is bullying needs to learn different ways of behaving.

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

An Anti-Bullying Ethos

We aim to uphold an anti-bullying ethos in our teaching rooms, in the students' homes and in other venues/community centres where our students are taught.

All tutors and students should be made aware of the nature of bullying and our policy on dealing with bullying.

Procedures for Investigating & Dealing With Bullying

REMEMBER THE THREE R'S - RECORD, REPORT & REFER

All allegations of bullying will be investigated thoroughly and sensitively. Tutors will take a calm, unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by children, staff or parents. It is important to reassure children that the bullying will not get worse as a result of it being reported and it is important that the victim is not made to feel bad about reporting an incident.

If a tutor experiences bullying this should be reported to the office immediately. Intimidating behaviour will not be tolerated in any form.

When analysing incidents of bullying behaviour, we will seek answers to questions of what, when, who and why, in a calm manner, setting an example in dealing effectively with the conflict in a non-aggressive manner.

Incidents will be dealt by our Designated Safeguarding Lead who will liaise with the client referrer. If it is concluded that a student has been engaged in bullying behaviour, it is likely to be important for them to see the situation from the victim's point of view.

Children should be encouraged to report incidents of bullying in writing if they initially do not wish to talk directly to an adult. Tutors and or office staff will ensure that these concerns are dealt with appropriately.

Cyber Bullying, Online-Safety/Acceptable Use policy

Most children and young people now own a mobile phone and have regular access to a computer, which has given rise to a new form of bullying, cyber-bullying. It is becoming increasingly more prevalent and it is important that we protect children from this form of harassment.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Cyber bullying is bullying using technology eg prank calls, sending nasty text messages and posting on hate sites, forwarding hateful emails and sending around humiliating emails. This might involve social media and messaging services on the internet, accessed on a mobile phone, tablet or gaming platform. The behaviour is usually repeated.

It is important to recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation.

Like any form of bullying, cyberbullying can be horrible for the children involved and hard for them to talk about. Cyberbullying can happen via text, email and on social networks and gaming platforms.

It can consist of:

- Threats and intimidation
- Harassment and stalking
- Defamation
- Rejection and exclusion
- Identity theft, hacking into social media accounts and impersonation
- Publicly posting or sending on personal information about another person
- Manipulation

Types of Cyber bullying include:

Trolling eg a third party may send nasty messages to a site aimed at a family who have just had a bereavement

Fraping Virtual Facebook rape

Sexting Text messages with sexual content

Snap chat A nasty message is sent then immediately deleted leaving no evidence

Ratting Bullying via a webcam

On line safety Procedures

We seek to keep students safe by:

- Providing clear and specific directions to students and tutors on how to behave through our Behaviour codes
- Supporting and encouraging the young people using our service to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others
- Supporting and encouraging parents and carers to do what they can to keep their children safe online
- Maintaining clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child/young person
- Reviewing and updating the security of our information systems regularly
- Ensuring that user names, logins, email accounts and passwords are used effectively
- Ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate
- Providing support for tutors about online safety
- Examining and risk assessing any social media platforms and new technologies before they are used within the organisation.

Harrison Allen students have access to the office laptop during lessons ONLY and always under the supervision of a tutor. Mobile phones are required to be switched off during lessons.

Tutors do not give their phone numbers or e-mail addresses to students under the age of 18 years old (only to the parents/carers who need those details to make arrangements and to receive homework if needed).

Cyber bullying incidents should be evidenced which helps in the resolution of these incidents.

All bullying situations are pursued and resolved until everyone involved in the incident feels comfortable and able to continue their learning happily.

Remote tutoring and online safety

Although most of our tutoring is face to face in certain circumstances remote tutoring is permitted.

Our tutors are reminded that Safeguarding Policies and Procedures (including KCSIE) continue to apply and that any concerns should be referred immediately to:

Harrison Allen's **Designated Safeguarding Lead**, Karen Abbott (mobile number: 07436 030122 karen@harrisonallen.co.uk), or Deputy Designated Safeguarding Lead, Susi Wood (Mobile: 07961 543733 accounts@harrisonallen.co.uk)

In addition, tutors have been given the following guidance on **On-line safety**:

When working remotely with students you need to assess any risks and take appropriate actions to minimise harm and you will need to continue to keep the following issues uppermost in your mind:

- *Design a clear structure for the tuition sessions and ensure that you, the parent/carer and student know how and when you are delivering sessions.*
- *Ensure there is adequate security for the technology you will be using. For example, if you are using Zoom, do so safely by:*
 - *Adding a meeting password*
 - *Putting screen sharing to "host only" (this stops student sharing their screen with others)*
 - *Disabling "file transfer" (documents should be e-mailed to parents/carers), "Join before host" (the lesson can only start when the tutor wishes) and "Allow removed participants to rejoin" (stops uninvited participants)*
 - *<https://superhighways.org.uk/latest/zoom-security-tips/> provides useful guidance on how to avoid uninvited guests attending your Zoom meeting.*
- *The age or vulnerability of the student and how this will affect how you keep them safe.*
- *When working on line, it is vital to check there is a responsible adult, who knows what you are doing, present and nearby in the home. Reminders to that adult to stay alert to students being safe on line are important. We have previously suggested that you ask*

parents/carers to give you a quick hello wave at the lesson start, to ensure the door is open during the lesson and request that they pop in and out during the lesson.

- *Where video tuition will be taking place ensure that both you and the student are in appropriate locations.*
- *Be clear about expected behaviour of both the student and the tutor running the sessions.*
- *Remember data protection still applies, so be clear on what (if anything) is recorded, where it's kept, how this is secure, and for how long will it be retained, data subjects need to know if recordings are being made and why, and how/if they (or parents/carers) can make access requests.*
- *Consider reminding both parents/carers and students that safeguarding applies as usual and that there are resources available if a student is concerned about on line abuse eg <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/>*
- *Be clear about confidentiality and how you will only share information if you are concerned about someone's welfare*
- *Only use your professional email account. Don't share personal information.*

POLICIES CROSS REFERENCE

Our **Behaviour and Attendance Policy** and the **Behaviour Code for Tutors and Students** reflect what we expect of students and tutors.

As stated in our **Equality, Diversity and Non-discrimination Policy**, when delivering tuition, we take into account different learning styles, linguistic needs and cultural backgrounds. It is essential that all those who work with students have a good understanding of how racism can harm children and have the ability to recognise and deal with it.

The Anti-Bullying policy is also linked to our **Safeguarding Policy** in case we need to escalate a bullying incident to the police or children's services and to our **Social Inclusion Policy**.