

Anti-Bullying Policy

The Japanese School



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1. Introduction

Bullying has become a major social concern not only in Japan, but in many parts of the world. It has caused an increase in emotional instability and non-attendance of students resulting, in some extreme cases, in suicides. Under such circumstances, the Ministry of Education, Culture, Sports, Science and Technology in Japan (MEXT) updated Basic Policy for the Prevention of Bullying, which the Education Ministry revised on March 16, 2017, mandates that schools should prevent bullying of students. It includes the prevention of students based on their sexual orientation or gender identity. The Japanese School in London regards the problem of bullying as one of the fundamental threats to education. The school is therefore taking measures on a daily basis under the leadership of the Headteacher, such as raising the teachers' awareness about bullying, to ensure that any case of bullying is properly dealt with.

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance The Education (Independent School Standards) Regulations 2014, The Education and Inspections Act 2006, The Equality Act 2010 and DfE Guidance 'Preventing and Tackling Bullying' July 2017.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006.

2. Definition of Bullying

The widely accepted definition of bullying is "a case where a person continuously inflicts physical and psychological attacks upon someone who is in a weaker position than he/she is, and where the person being attacked is experiencing serious pain." In 2017, MEXT redefined bullying as "a case where a child is suffering from psychological pain by receiving psychological and/or physical attacks from someone with whom he/she has a certain relationship". At our school, we consider any unreasonable physical or verbal action towards others to be bullying, regardless of the reason.

On the other hand, it is also true that there are various reasons for and backgrounds to bullying, and that it is not an issue that may be solved with ease. There is a need, therefore, for families and communities to be involved to deal with the problem, as a school is not able to solve problems of bullying entirely on its own.

Cyber-bullying

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. The Education Act 2011 amended the power in the 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 headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so.

Harmful sexual behaviour

Leaders ensure that school's culture will address harmful sexual behaviour. This means that sexual harassment, online sexual abuse and sexual violence are not happening in the community, and potentially in the school, even when there are no specific reports, and follow whole-school approach to address them (see child protection and safeguarding policy).

3. Handling Procedure

(1) Prevention Procedure

Our school is founded on the principle that children should be kind and supportive to each other, and that they should be able to sympathise with others. Therefore, the school is taking daily measures to ensure that all cases of bullying are properly dealt with through the following means.

- Enriching and applying the contents of emotional education within the school curriculum
- Dealing with bullying in Moral Education classes
- Providing a friendly class atmosphere for students which enables them to speak out
- Providing a class environment where students can get to know each other
- Providing occasions where children work in year units, rather than in class units
- Offering occasions where children work with children in other year groups (making use of so called "friendly activities")
- Sharing of information and cooperation among teachers and staff members
- Dealing with bullying by student council members
- Involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
- Involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Use specific local authority and organisations or resources for help with particular problems.

provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGBT+) pupils

(2) Guidance (Correction) Procedure

At the same time as we investigate and analyse the causes of bullying, we give guidance strictly and seriously to children who have inflicted bullying. For those upon whom bullying

was inflicted, we give overall support. Although the kind of guidance given differs case by case, we make every effort to ensure that a teacher or teachers spend(s) enough time listening to the children concerned and try to see the problems from a children's point of view.

- The homeroom teacher should listen to the students involved in bullying and should give proper and strict educational guidance so as to solve the problem within the class. To ensure the appropriateness of the content of the guidance, the matter should be discussed beforehand among the homeroom teachers who teach the year group to which the concerned children belong, if necessary, involving the School Life Department. Parents of both parties should be well informed of the incident, so that the problem may be solved with their cooperation.
- If it is not possible to solve the problem within the year group, a member of the management (either the deputy head or the headteacher) will provide guidance.
- If it is not possible to solve the problem after guidance by a member of the management, the parents should be interviewed to allow the next action plan to be discussed.
- If it is not possible to solve the problem after taking all the available steps, the headteacher may decide to temporarily suspend or expel the student who inflicted bullying.

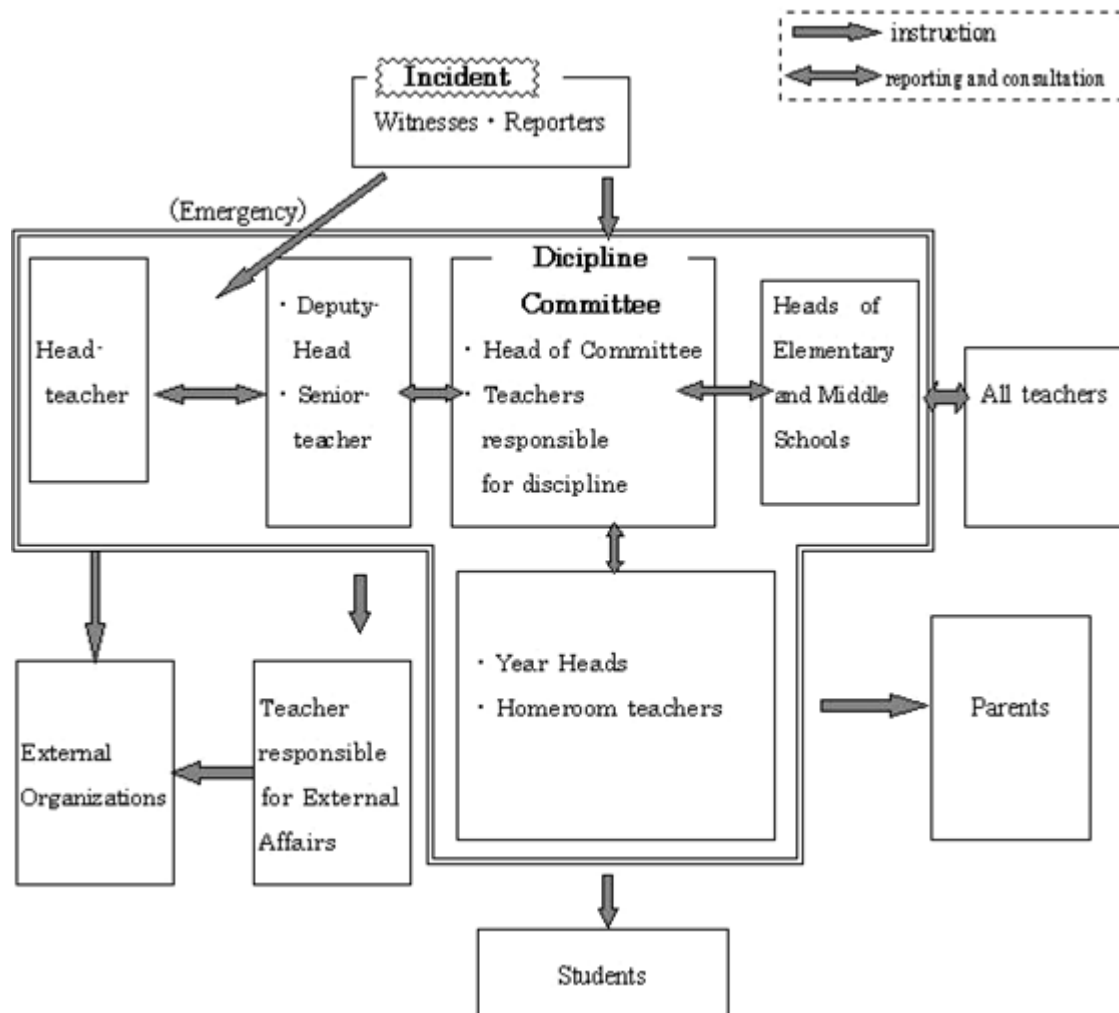
4. Reporting and Guidance System

In order to respond to bullying as soon as possible, we have a system for reporting and giving consultation for each case which is illustrated in the chart below. A report should always be made on the day the bullying incident takes place. Should a case require some time to solve, interim reporting takes place as appropriate. In the case of an emergency, either the Headteacher or the Deputy Head should be directly consulted to take immediate action.

5. Recording of Bullying incident and Prevention

See the form as attached.

Procedures for dealing with concerns



The same procedure should be followed for bullying incidents, absences, or sudden sickness.

Support for staff who are bullied

It is important to take measures to prevent and tackle bullying among pupils. But it is equally important that the School Management Committee makes it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable.

Bullying Activities Recording Form

Date of incident		Recorded by	
Tme		Date	
Venue		Reported to	
Perpetrator			
Victim			
Incident			
Injury etc.			
Activity followed		Time	
Hearing from Perpetrator			
Hearing from Victim			