



Counter Bullying Policy 2022



UNRC Article 3: Everyone who works with children should do what is best for each child.

UNRC Article 19: You should not be harmed and should be looked after and kept safe.

UNRC Article 37: if you do the wrong thing, you have a right to be treated fairly.

This Policy should be read alongside other related policies: Behaviour, Child Protection, Social Media, Safeguarding, Digital Safeguarding, PSHE and HRE.

Our Aims

At Grouville School we promote a high standard of behaviour and our values are built on a mutual trust and respect for all. This policy aims to support our school community by enabling everyone to work together in an effective and considerate way. We are an inclusive school and we aim to meet the needs of all children.

Understanding rights helps to make the school a fair and safe place for all children. Our children have created our School, Class, Lunchtime and Playground charters which are underpinned by the UNRC and set the expectations for behaviour and respect. We have three clear rules: we are responsible, we are respectful, we are safe.

Children and adults are expected to be polite and to show respect and tolerance for one another and property, to be self-disciplined and to act in a safe and responsible manner. They are encouraged to take responsibility for their own actions by understanding that they have choices about the way they behave.

Equality Act 2010

At Grouville, we recognise the importance of treating everyone with equal fairness and promote this across our curriculum and community. We respect the nine protected characteristics: age, disability, identity, gender identity, marriage and civil partnership, pregnancy and maternity, race and nationality, religion or belief and sexual orientation.

Definition of Bullying

The Diana Award Definition:

"Bullying is repeated negative behavior that is intended to make others feel upset, uncomfortable or unsafe."

Government of Jersey Counter Bullying Policy, Anti-Bullying Alliance definition:

"Bullying is a subjective experience and can take many forms. To be classed as a bullying act, the perpetrator needs to have a social and premeditated awareness that the act is malicious and will cause physical and or emotional harm. Accounts of children and young people, back up by research, identified bullying as any behavior that is:

- Emotional and physically harmful, carried out by an individual or group
- Deliberate and willful with a premeditated intent to harm
- Occurs more than once

Well-being and achievement are at the heart of Grouville School so that we can all develop as life-long learners and take responsibility for ourselves and the community.

- An imbalance of power, leaving the person being bullied feeling threatened.”

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including young carers and poverty
- Sexual orientation

Forms

There are two forms of bullying: direct and indirect.

Direct

Direct bullying is classed as the process of carrying out an act of bullying as described above. A person can be accused of direct bullying if they proactively engage in acts that involve 'actual' harm of another person emotionally, socially and/or physically.

Indirect

Indirect bullying is by means of incitement and other forms of 'encouraging and supporting' of others to harm or bully another person. Examples of this include passing on messages, liking of Facebook or other media, watching physical acts without action and any other means of facilitating acts of aggression and harm.

Bullying can be:

| | |
|-------------------|--|
| Emotional | being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) |
| Physical | pushing, kicking, biting, hitting, punching or any use of violence |
| Racial | racial taunts, graffiti, gestures |
| Sexual | unwanted physical contact or sexually abusive comments |
| Homophobic | because of, or focusing on the issue of sexuality |
| Verbal | name-calling, sarcasm, spreading rumours, teasing |
| Online | All areas of internet such as email, internet chat and social media (Twitter, Facebook, Instagram, Snapchat etc.) misuse. Mobile threats by text messaging (including WhatsApp) and calls. Misuse of associated technology i.e. camera and video facilities, iPad, games consoles. |

Online Bullying

At Grouville, we are very aware of the growing use of social media in young people and the serious nature of the impact it can have on young people when used in the wrong manner. Our curriculum

Well-being and achievement are at the heart of Grouville School so that we can all develop as life-long learners and take responsibility for ourselves and the community.

incorporates E-safety awareness and we have a designated Digital Safeguarding Officer (Blake Arrowsmith). We will follow the same strict procedures to deal with online bullying as we do for any other form of bullying.

Signs and Symptoms

A child 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 child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts /threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has money for school continually "lost"
- has unexplained cuts or bruises
- comes home hungry (lunch has been taken)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Prevention of Bullying

At Grouville we use a variety of methods and teaching tools to support children in preventing and understanding the consequences of bullying. Some examples are: Anti-Bullying Ambassador team,

Well-being and achievement are at the heart of Grouville School so that we can all develop as life-long learners and take responsibility for ourselves and the community.

Rights Respecting ethos, workshops, assemblies, PSHE lessons, SMSC, Anti-Bullying week, worry boxes and E-safety lessons.

In 2018, a team of Grouville children called the Anti-Bullying Ambassadors were trained up by official representatives from The Diana Award. They attended a full day's training and this training has been passed down to the current Anti-Bullying Ambassadors. The Anti-Bullying Ambassadors will endeavor to run workshops and assemblies to help with the prevention of bullying by raising awareness and teaching other children about the damaging effects bullying can have on individuals. They will also act as peer support available to all children in the school, especially at play time and lunch time. They will be able to give advice to children who are/think they are being bullied and recommend them to peer mediation or support from their teach if necessary.

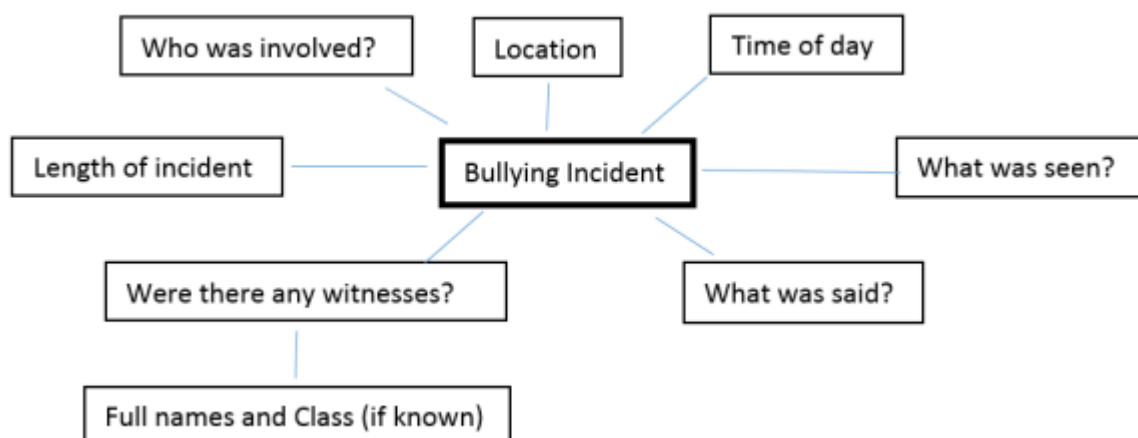
The inclusive ethos at Grouville School means that all staff actively encourage children to have respect for each other and for other people's property. Positive behaviour choices are regularly acknowledged and rewarded.

Staff regularly support children with friendship issues and discuss bullying as a whole class. This helps the children to recognise that our staff are serious about dealing with bullying and leads to increased confidence in the children's responses to dealing with bullying. Staff also reinforce expectations of good behavior and regularly refer to Rights Respecting articles in school and class charters.

Gathering information & Recording

All incidents and accusations of bullying will be fully investigated giving both parties an opportunity to share their viewpoint. In order to deal with an incident effectively, it is important that key information about the event is gathered.

Key information to gather:



Well-being and achievement are at the heart of Grouville School so that we can all develop as life-long learners and take responsibility for ourselves and the community.

When talking to children about emotional incidences, we ask them 'what', 'where' and 'when' type questions. It is important to avoid 'why' questions at all times. 'Why' questions refer to opinions and emotional viewpoints which are unhelpful at this stage of the exploration. It is more informative to ask "What were you doing just before you were hurt?", rather than, "Why do you think they hurt you?" As staff gather information it is important to establish facts about the event and steer away from thoughts and justifications if possible.

All incidents will be recorded on SIMS by the class teacher. The logged incidents will give a clear indication of the extent and time frame of the bullying.

Dealing with Bullying

We do not tolerate bullying of any kind and it will be treated very seriously.

Sanctions

If a pupil is bullying they can expect that:

- Their behavior will be challenged
- They will be treated fairly
- They will be given the opportunity and support to change their behavior
- There will be follow up meetings with parent(s)/carer(s), class teacher and Phase Leader or Head Teacher.
- Follow up meetings with parent(s)/carer(s), class teacher and Head Teacher

There will be consequences for those children who are bullying others:

- Loss of break/lunch play times
- Apology letter(s) to be written
- Parents of all children involved will be contacted
- The child's class teacher and Phase Leader will deal with the bullying in the first instance
- If the bullying continues, this will be passed on to the Deputy Head or Head Teacher to take further action.

Support

If a pupil is being bullied, they can expect to be:

- Reassured that it is not their fault
- Encouraged to talk about how they feel
- Involved with exploring the extent of the problem
- Engaged in choices about how the matter may be resolved
- Ensured that they feel safe
- A part of discussing strategies for being safe and staying safe
- Asked to immediately report any further incidents to their class teacher
- Reassured that bullying can be stopped and that we will persist with intervention until it does
- Involve family/peer support where needed.

Well-being and achievement are at the heart of Grouville School so that we can all develop as life-long learners and take responsibility for ourselves and the community.

Advice to Parents

As the parent of a child whom you suspect is being bullied:

1. Please report bullying incidents to the class teacher, Deputy Head or Head Teacher. Staff cannot deal with bullying if they are not aware of the difficulties children are facing.
2. In serious cases, parents will be informed and will be asked to come in to a meeting to discuss the problem.
3. If necessary and appropriate, police will be consulted.
4. Feel confident that the bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.

Please allow the school to take a lead in dealing with the problem and do not:

1. Attempt to sort the problem out yourself by speaking to the child or the parents of the child whom you think may be behaving inappropriately towards your child.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

Bullying off the School Premises

Schools are not directly responsible for bullying off the school premises but we know that bullying can potentially occur outside the school gates and on journeys to and from school.

- If both the victim and the bully are from our school, action will be taken as if the action had occurred in school and parents will be informed.
- If either the bully or the victim are from another local school, we will liaise with the other school to ensure there is no reoccurrence.
- If the bully is not at school age, we will talk to the police about problems occurring on the children's route to school.

Behaviour Policy

This policy is supported by our new behaviour policy, led by Debbie Buesnel. This new behaviour policy will focus on three rules: we are responsible, we are respectful, we are safe and underpins our work on counter-bullying.

Monitoring and Review

Written by Sam Hall & The School Council - November 2017

Updated by Sam Hall - June 2019

Updated by Sam Hall - September 2020

Updated by Sam Hall - May 2022

To be reviewed - May 2024

Well-being and achievement are at the heart of Grouville School so that we can all develop as life-long learners and take responsibility for ourselves and the community.