



Counter-Bullying Policy

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Strategic Vision

All members of the Hautlieu community should be able to learn and work in an environment free from bullying of any kind and in which they are treated with fairness, respect and care. Students and staff report that one of the qualities most admired in the Hautlieu ethos is the acceptance and celebration of individual differences. Nevertheless, we recognise that any school, including Hautlieu, that believes it is entirely free of bullying will inevitably be ineffective in supporting students. Consequently, the aims and procedures outlined in this policy are designed to maintain and strengthen this ethos.

This policy also aims that all cases of bullying will be dealt with consistently and in a constructive and fair manner. Procedures for dealing with bullying are clearly defined in this policy so all members of Hautlieu's community are aware of them.

Why does bullying occur?

- Bullying occurs for a variety of reasons although at times these reasons may not be easy to identify. Specific types of bullying include: bullying related to race, religion or culture; bullying related to special educational needs or disabilities (SEND); bullying related to appearance or health conditions; bullying related to gender orientation; bullying of young carers or looked-after students or otherwise related to home circumstances; sexist or sexual bullying. It is recognised that individuals who engage in bullying behaviour may do so as a result of low self-esteem.

What is bullying?

Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally' (DfE: Preventing and Tackling Bullying, July 2017).

Bullying is a subjective experience that can take many forms. To be classed as a bullying act the perpetrator needs to have a social and pre-meditated awareness that the act is malicious and will cause physical and emotional harm. Bullying therefore can be classed as any behaviour that is:

- Emotionally and physically harmful
- Carried out by an individual or a group
- Deliberate and wilful with a pre-meditated intent to harm
- Occurs more than once
- Involves a sustained imbalance of power, leaving the person being bullied feeling threatened and vulnerable

Types of Bullying

Bullying generally takes the form of emotionally and physically harmful behaviour. It can include any of the following: name calling, taunting, threats, mocking, making offensive comments, making a joke about others, kicking, hitting, pushing, taking and damaging belongings, gossiping, excluding people from groups, and spreading hurtful and untrue rumours. These activities can take place face to face, via third parties, or via other means such as text messages and emails. The nature of bullying is changing and evolving as technology develops.

Forms

There are two forms of bullying: Direct and Indirect

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

Types

Different types of bullying include:

Physical – hitting, kicking, tripping someone up, stealing/damaging someone's belongings

Verbal – name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down

Emotional/Psychological – excluding someone from a group, humiliation, encouraging hate, highlighting differences and highlighting weaknesses

Racist – insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name calling, graffiti, racially motivated violence, use of racial motivated imagery

Sexual – sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact, encouragement of posting inappropriate photographs and other material

Homophobic – insulting language/gestures, name-calling based on a person's actual or perceived sexuality, name-calling, graffiti or homophobic violence

Electronic/Cyber – bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites, using photographs, happy slapping etc.

Relational - also known as social bullying. Relational bullying uses social groups to hurt their peers and the peer's standing within a group and is often not overt. It can include exclusion from activities the rest of the group is involved in, sharing secrets or breaking confidence, spreading rumours over social media or making fun of people's appearance

Bullying can take place between students; between students and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber-bullying methods.

Why does bullying occur?

- Bullying occurs for a variety of reasons although at times these reasons may not be easy to identify. A student can bully another person because they:
- Don't like the person
- Find bullying fun
- Like to feel powerful, dominant and in control
- Think it will make them liked by others
- Bullying can also happen because the student gets a reaction they like
- Bullying can arise from distrust, fear, misunderstanding, lack of knowledge or jealousy

What are the effects of bullying?

- Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm and the impact on the whole school community can be significant.

How do we prevent bullying?

- Being a school where students feel that they can talk to someone about bullying
- Involving students in discussions about bullying
- Training students about bullying and how to help
- Raising self-esteem
- Providing effective supervision
- Early intervention by staff
- Dealing with issues related to bullying within the school curriculum
- Whole school assemblies, PSHE (for Year 10) and CORE sessions
- Promotion of positive social behaviour

Aims

1. Hautlieu aims to support those that experience bullying by ensuring:

- They are heard sympathetically and their complaint is taken seriously
- They know how to report bullying and where to get help
- They are confident in the school's ability to deal with the bullying
- They are supported by staff to help them feel safe again
- That it is clear that the school can and will act on and will seek to resolve bullying issues. This is particularly important in reassuring individuals who were initially fearful in reporting a bullying incident
- They are helped to rebuild confidence and resilience
- They know they can get support from others
- The staff work with those that bully and their parents/carers to change their behaviour
- The relevant staff will also involve external agencies such as CAMHS, Educational Psychologist, etc to support those bullied and those that bully
- That all serious incidences of bullying are recorded and held in a secure location on SIMS. This record will inform the development of anti-bullying practice and the support that is offered

2. Hautlieu aims to work with those who engage in bullying behaviour by ensuring:

- They learn to behave in ways which do not cause harm in future through the support of staff and Parents/Carers, so they develop their emotional skills and knowledge
- Sanctions can be used to hold those that bully to account for their behaviour and help them to face up to the harm they have caused. Suspension from school should be a last resort and only used in very serious cases or if behaviour does not change
- They learn how they can take steps to repair the harm they have caused

3. Hautlieu aims to work with the whole school community to ensure:

- The whole school community is clear about the anti-bullying stance the school takes
- Students, as well as staff and other members of the school, are fully engaged in developing and reviewing counter-bullying work in the schools through focus groups, questionnaires, etc
- The success of counter-bullying work is celebrated
- All students and staff are clear about the roles they can take in preventing bullying, including the role of bystanders

Procedures

1. Procedures to support those who have been bullied

1.1 In response to a bullying incident the person who has been bullied will be supported by:

- Being encouraged to seek support from a range of people/agencies both in and out of school
- The school initiating a meeting with parents where appropriate to discuss any concerns they might have
- Asking the mentor and subject teachers to track any concerns about behaviour or learning (or in the case of staff the individual may want to nominate a colleague to support them in their work following an incident)
- The school advising the member of staff, student or parent to request that the comments are removed in the event of derogatory or hurtful comments about a student or member of staff being placed on an internet site
- The Counter-Bullying Lead where appropriate, will make contact with other institutions in order to investigate possible solutions where bullying involves students from Hautlieu and other schools
- The Counter-Bullying Lead or AHOY will seek witness statements as necessary
- The Counter-Bullying Lead or AHOY recording the incident in SIMS and checking for patterns

1.2 Some students who have experienced bullying are provoked into violent behaviour. Whilst sanctions must be applied consistently the context of these students will be considered before deciding upon any action

1.3 A range of methods will be available and promoted for students to report bullying in confidence. If an incident is reported to a member of staff then they should discuss with the AHOY or Counter Bullying Lead to determine if the incident meets the core definition of bullying as outlined above. Confidentiality must not be promised to the student, The member of staff should record the incident in SIMS and MyConcern. Where appropriate, parents will be informed at this stage. After dealing with the issue the AHOY or SLG member will record details of the incident in SIMS. The Counter-Bullying Lead will monitor this log to identify if there are any patterns of behaviour emerging and will also produce an annual summary report of bullying incidents that have occurred within the school. This report will be used to inform and evaluate the counter-bullying programme

1.4 The school community should be encouraged to believe that it is right for a person to make a disclosure about bullying whether as an observer or a victim. Therefore students can use a number

of different ways to make a disclosure and should use the way with which they have the greatest confidence. So they can approach:

- Trusted teacher or mentor
 - Peer mentor
 - School Counsellor
 - AHoY
 - Designated Safeguarding Lead
 - Education Welfare Officer
 - Counter-Bullying Lead
 - SLG
- or
- They can seek support outside school such as Childline (0800 1111) or Youth Enquiry Service (280530 or 07797 778424 or yes@jys.je)

1.5 Parents who want to report an incidence of bullying will be made aware of the following methods:

- Contacting the Academic Head of Year or Counter-Bullying Lead
- Use of external agencies who can offer support such as Parentline Plus

Parents will also be made aware about how to take further action if they do not feel that their concern has been properly addressed

1.6 All incidents of bullying reported within school will be recorded. When a disclosure is made to a member of staff the date, type of bullying and action taken will be passed on to the DSL who will keep a log of all incidents in SIMS. This log will be used to inform and evaluate the counter-bullying programme

1.7 Members of staff wanting to report bullying against themselves or another colleague, wherever possible, should try to resolve the matter informally before considering a formal complaint. The Government of Jersey – Bullying and Harassment Guidelines & Flowchart (<https://www.gov.je/SiteCollectionDocuments/Government%20and%20administration/Bullying%20and%20harassment%20Policy.pdf>) advises that the informal route is speedier, which means that working relationships can be maintained and repaired at the earliest possible opportunity. Informal avenues of support and advice can be sought from a trusted colleague, line manager and school counsellor as well as external agencies such as The Teacher Support Network, Trade Union or Professional Association. A concern can also be raised via a dedicated 24/7/365 speak up line. More guidance on the use of informal strategies can be found on the Jersey Advisory and Conciliation Service website (<http://www.jacs.org.je/employment/discrimination,-bullying-and-harassment/harassment-bullying-faqs/>)

Members of staff who want to take a more formal route should consult Section 7 of the Government of Jersey Bullying and Harassment Policy <https://www.gov.je/SiteCollectionDocuments/Government%20and%20administration/Bullying%20and%20harassment%20Policy.pdf>

2. Procedures to work with those who engage in bullying behaviour

2.1 The use of sanctions for bullying behaviour will be applied fairly, proportionately, consistently and reasonably. Sanctions for unacceptable behaviour are laid out in the school behaviour policy but it also recognised that bullying behaviour needs additional focus:

- Bullies will be held to account for their behaviour and work will be carried out by staff to help them to face up to the harm they have caused and learn from it

- Emotional or psychological bullying will be treated with equal concern as physical bullying. There will, however, be differentiated sanctions for emotional/psychological bullying and physical bullying – these are outlined in the school behaviour policy.
- Where sanctions are used as per the school behaviour policy checks will be put in place to ensure that this does not lead to escalation but resolution, giving the best possible chance that bullying will not be repeated
- Those who have bullied will be encouraged to see the school counsellor for support in adjusting their behaviour
- Parents of students bullying will be contacted by the Counter-Bullying Lead and will be helped to understand the school's stance on bullying
- Where appropriate the use of restorative approaches will be considered

2.2 If the Headteacher deems that the behaviour of a member of staff in terms of bullying requires the use of disciplinary measures this will be in accordance with the disciplinary procedures laid out in the Terms and Conditions of Service for Teachers (p.30-33).

3. Procedures for the whole school community

3.1 On a whole school level:

- All school activities, including lessons, staff meetings and extra-curricular provision, will operate on the principle of all involved being treated with fairness, respect and care
- All staff will actively demonstrate positive behaviour recognising that they set a positive context for anti-bullying work in the school
- In their interactions with other colleagues it is expected that all staff will demonstrate a strictly professional manner

3.2 The curriculum will be used to raise awareness of bullying and how it can be tackled:

- The Core programme is be used to discuss issues around diversity and draw out anti-bullying messages
- Creative learning through literature, art, music, poetry and drama develops understandings of feelings and enhance pupils' social and emotional skills
- The issue of bullying is relevant to all subject areas. This might occur when students and teachers discuss the ground rules for group work, issues raised by course content or in discussion at department, faculty or team meetings
- Whole school assemblies, year group assemblies and the mentoring programme are used to raise awareness of the anti-bullying policy and help develop emotional literacy
- The curriculum and the student leadership team will also be utilised to focus on the issue of bystanders

3.3 Student voice:

- The school council and mentor representatives will be used to engage students in developing anti-bullying policy and practice. Events such as National Anti-bullying Week are used to help focus the school on bullying awareness

3.4 The school environment has a role to play in helping to reduce the possibility of bullying:

- Ensuring effective staff supervision during break and lunch times
- Monitoring of any 'blind spots' where bullying could take place
- Positively encourage calm, orderly and thoughtful behaviour when moving around the school building and sports facilities
- Investigating new technologies to prevent e-bullying

3.5 The organisation of professional development and staff induction into the school will ensure that:

- All new staff receive an induction into the school's counter-bullying policy

- Training issues are addressed where necessary, for example, cyber-bullying and homophobic bullying

Additional Information

The following documents provide additional information in relation to areas mentioned in this policy:

Government of Jersey CYPES' Transgender Admissions Policy (May 2017)

Government of Jersey CYPES' Child Protection Policy (June 2016)

Government of Jersey CYPES' Positive Behaviour, Exclusions and Part Time Timetables Policy

Government of Jersey CYPES' Policy – Counter Bullying Policy (March 2019)

Government of Jersey CYPES' Inclusion Policy in Schools (May 2016)

Government of Jersey CYPES' Online Safety Policy (September 2018)

All these policies can be found on

<https://www.gov.je/Government/Departments/Education/Pages/Policies.aspx>

States of Jersey, Department for Education, Sport and Culture (2005) *Terms and Conditions of Service for Teachers*

Useful links:

Department for Education. Guidance: Preventing Bullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Young Minds

<https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/>

Staff with specific responsibilities in relation to this policy:

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|------------------------------|----------------|--|
| Headteacher | Nick Falle | n.falle@hautlieu.sch.je |
| Counter-Bullying Lead | Claire Jackson | c.jackson@hautlieu.sch.je |
| Designated Safeguarding Lead | Eleanor Mason | e.mason@hautlieu.sch.je |
| E-Safety Officer | Eleanor Mason | e.mason@hautlieu.sch.je |
| Site Manager | Jez Payne | j.payne@hautlieu.sch.je |
| SENDCo | Ros Martin | r.cleave@hautlieu.sch.je |
| Counsellor | Judy Cornwall | j.cornwall@hautlieu.sch.je |
| EWO | Alice Palmer | a.palmer@hautlieu.sch.je |

Responsibilities

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| Monitoring – CMJ |
| Evaluating – SLG |
| Policy Overview – SLG and Governors |
| Circulation – All staff |
| Policy maintenance – ECM |

Revision History:

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| Reviewed February 2018 due to change in DSL and annual review Reviewed October 2019 due to new CYPES policy and change in DSL Reviewed in April 2021 as part of the Policy Review Process |
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UNCRC - Rights Respecting Schools:

Article 1: Everyone under 18 has all of these rights

Article 2: You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have disability, or are rich or poor

Article 3: All adults should always do what is best for you

Article 9: You have the right to live with your parents, unless it is bad for you

Article 19: You have the right to be protected from being hurt or badly treated.

Article 26: You have the right to help from the government if you are poor or are in need

Article 34: You have the right to be protected from sexual abuse

Article 36: You have the right to protection from any other kind of exploitation

Article 37: You have the right not to be punished in a cruel or hurtful way

Article 42: All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.