

Children, Young People, Education and Skills (CYPES)

Title: Counter Bullying Policy

Date: March 2019

1. Overview

This policy is intended to support education settings in countering bullying behaviours within the school building and its grounds. Its contents should be read in conjunction with a supplementary paper entitled, "Counter Bullying: Guidelines for Jersey Settings" which is a non-statutory document, offering examples of suitable programmes and approaches.

Whilst there is an obvious need to focus upon appropriately identifying, supporting and managing incidents of bullying behaviours, settings should also include a focus on informing and nurturing the ethos within their community to promote an inclusive, informed attitude supportive of all needs.

It is acknowledged that it is often difficult to appropriately categorise bullying behaviours. Consequently, we adopt the definition of the Anti-Bullying Alliance, which states that:

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. Bullying therefore can be classed as any behaviour that is:

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

Bullying behaviours can occur in any setting, and activity to counter bullying is not an indicator that a setting has a particular problem with bullying. Rather, it is an indicator that the setting takes the responsibility to counter bullying seriously.

2. Scope

This policy applies to all staff in provided education settings, including special education provisions.

This policy has strong and obvious links with other policies including Inclusion, Race and Discrimination, Whistle-blowing and Behaviour Policies. Although there are likely to

be some strong overlaps, the Counter Bullying Policy should be seen as a separate and over-arching policy document in its own right.

Non-provided schools are also invited to apply this policy, utilizing their own resources.

3. Responsibilities and distribution

School management teams are responsible for ensuring that all school staff read and understand their counter bullying policy and that all members of the school community are aware of their responsibilities within it.

It is essential that the school develops a collaborative approach when dealing with bullying behaviours and that the policy and school practices around counter bullying are shared and discussed with parents / guardians, children and young people. This will entail strong communication regarding roles and responsibilities in a manner that is accessible to a wide range of individuals, cultural backgrounds and needs.

The policy should be reviewed annually by the school with contributions sought from all stakeholders including parents / guardians, pupils (through the student council, where one exists) and appropriate professionals.

4. Policy/Standards

It is the responsibility of CYPES to:

- I. Support education settings to ensure that staff feel competent and confident in responding to and supporting pupils who are either experiencing bullying, or those who are found to be engaged in the act of bullying others.*
- II. Provide comprehensive guidelines for education settings to support their activity in this area and to help promote evidence based programmes which could be utilised by schools when defining their school community approach and desire to be proactive and inclusive.*
- III. Support all schools directly and indirectly by providing regular access / visiting service from appropriately qualified professionals.*
- IV. Provide a suitable offer for continuing professional development (CPD) for the school and wider education workforce.*
- V. In cases of pupils experiencing extreme and / or prolonged exposure to bullying behaviours, to work with partner agencies to establish and clarify thresholds to support education settings in their decisions to either signpost or consider appropriate, onward referral and involvement from more specialist services e.g. Child and Adolescent Mental Health Service (CAMHS).*
- VI. Maintain an up-to-date list of named practitioners in school with oversight and responsibility for counter-bullying work i.e. designated counter-bullying leads.*
- VII. Implement a categorisation and reporting system, enabling schools to record and appropriately monitor reports of bullying incidents and counter-bullying work, using*

this data to inform future support, structure and continuing professional development offers.

It is the responsibility of education settings to:

- I. Develop, disseminate and implement a school policy to all stakeholders within the school community. This should aim to inform practice in this area. (Appendix A provides an exemplar policy, and should be presented in a range of formats, reflective of the diversity within the school community).*
- II. Keep the policy under review within the School Development Plan (SDP), formally reviewing on an annual basis.*
- III. Ensure staff skill sets are both suitably developed through structured continuing professional development, staff meetings and in-school supervision, and are familiar with the school policy and CYPES guidelines when responding to all bullying incidences.*
- IV. Have a named practitioner who links with the school management team, responsible for the oversight and practice of counter-bullying initiatives in school. The school have a duty to name this person to CYPES and ensure information held is up to date. It is the responsibility of the school's designated counter-bullying lead to oversee all reported incidences of bullying behaviours and make sure reporting appropriately reflects the outcome of each investigation. The designated lead is also responsible for maintaining the ethos and agenda of counter bullying across the school.*
- V. Maintain up-to-date electronic records, via SIMS, of all bullying incidences within the school building and grounds. All acts that have been confirmed as bullying should be categorized according to the 'type' of bullying, utilising the categorisation process advised by CYPES.*
- VI. Submit all related data to CYPES at the end of every academic term i.e. data surrounding incidents responded to, and all counter-bullying data at the end of every academic year i.e. school policy and relevant action/operations plan.*

5. Appeals

All parents / guardians / young people should be offered opportunities for discussion with relevant staff members, preferably the designated counter-bullying lead in school, as soon as possible after a decision has been made to classify an event as a bullying incident.

Meetings and subsequent discussions should clarify the evidence gathered and what the outcome of any investigations show, paying attention to relevant data protection and confidentiality regulations. The school policy should clearly outline the route of appeal, within school systems, that families can pursue should they wish to raise concerns. The role of designated counter-bullying lead should support any such appeal, attempting to reach resolution.

What happens if the parent / guardian / young person disagrees with the decisions/actions of the school?

If parents / guardians / young people remain unhappy following the school based appeals procedures, and wish to appeal further against the decisions made by the school, they should write to the Group Director for Education, evidencing the process followed by the school and outlining their concerns. Upon receipt, The Group Director of Education will acknowledge receipt of correspondence and determine preferences for future communication and discussion i.e. email, phone conversation, meeting.

Exemplar Policy

Counter-bullying: Early Intervention and Support in Schools

1. Introduction

Research shows that by the time they leave school at 16 years of age, around 50% of pupils will experience bullying at least once during their schooling. The role that staff play and the way that it is perceived by the pupils both have a significant impact on the prevalence and frequency of bullying act in school. Effective counter bullying environments are those who engage staff, pupils and parents together in creating a bully-free environment and a respectful learning environment.

2. Scope

This document describe the school's approach to dealing with both a bullying situation and as a whole school perspective on developing a counter-bullying culture and effective practices.

This document should be read in conjunction with the IEI document 'Counter-Bullying – Guidelines for School Staff' which provides comprehensive guidance for schools in responding to and supporting pupils know to bully others or be the victim of bullying.

3. Aims

This policy aims to:

- Increase staff understanding and awareness of the main issues around bullying
- Guide staff in dealing with bullying situations appropriately
- Understand how to deal with reporting and accusations of pupil bullying
- Ensure all parties involved in the bullying event are supported appropriately

4. Definition of Bullying

CYPES adopts the definition of the Anti-Bullying Alliance:

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, backed up by research, identify bullying as any behaviour that is:

- Emotional and physically harmful, carried out by an individual or a group
- Deliberate and wilful with a premeditated intent to harm
- Occurs more than once
- An imbalance of power, leaving the person being bullied feeling threatened

Children and young people or adults can instigate bullying and each can be bullied, in any combination. Research shows that two-thirds of children who bully others do so because they themselves are being bullied elsewhere. Hence educational establishments need to consider potential bullying in relation to child-child; adult-child; child-adult and adult-adult scenarios.

5. Types of Bullying

Bullying generally takes the form of emotionally or physically harmful behaviour. It can include any of the following: name calling, taunting, threats, mocking, making offensive comments, 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

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 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 and 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.

6. Creating a culture of counter-bullying

It is the responsibility of every member of the school community, regardless of role, status or age to facilitate a culture of non-aggression and emotional support in school. Levels of bullying are greatly influenced by cultural norms and expectations as well as relationship modelling between individuals and groups of all ages. Indirect bullying is fostered by apathy and inaction and is recognised and one of the most prevalent forms of bullying in any community. School must endeavour to ensure that everyone on site shows equal measures of support and challenge to those who bully others. Although Anti-bullying week is an opportunity to focus some specific work around bullying in school, creating and maintaining a counter-bullying culture in school should be a priority in school all year round. This should mean that pupils should revisit this topic as a regular theme in assemblies, class discussions, school council support and PSHE lessons throughout the year.

7. Reporting and Recording

Not all acts of aggression can be classed as bullying therefore the school needs to investigate all incidences thoroughly to determine whether it can be recorded as bullying or needs to be recorded under another behaviour category. If it is appropriate to label the incidence as a bullying, there will be drop down boxes in the bullying tab to identify which of the different mechanisms was the main type used.

8. Support for staff

It is recognised that some members of staff will find responding to a bullying situation as challenging, particularly when they may need to intervene to safeguard the pupils involved. All staff should be given support and training on a regular basis through INSET, staff meetings and access to central training provided by Education Department. The main focus of intervention should be de-escalation and keeping pupils safe in the first instance. Care and consideration needs to be given if direct intervention is needed and appropriate training should be provided to help manager these situations.

9. Other considerations

It is important to note that research shows that two-thirds of bullying goes unreported in school and the majority of the bullying incidences occur within the school building. Staff should not underestimate the effects of bullying on the individual from emotional distress to poor concentration and disruptive behaviours. Warning signs like an unwillingness to participate, social isolation and oversensitivity to comments and praise can all be possible indicators of bullying (as well as other matters). A key indicator of bullying can be seen as a significant rise in pupil distress within the last ten minutes of a lesson. All staff need to be aware of the possible signs of distress, particularly when there has been a sudden change in behaviours and presentation in a pupil. Bullying occurs in every school and in every year group. Disregarding this fact facilitates bullying in your school and attitudes of it being 'normal' or 'healthy' are forms of indirect bullying and should not be tolerated.

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change
1.0	September 2009	Jo Forrest	
1.1	September 2013	Keith Posner	Updated
1.2	March 2019	Michelle Vaughan/Graham Ramsden/multi agency Steering Group	Review and incorporation of Children's Pledge philosophy

Approval

Presented To	Approved by:	Date
CYPES SMT March 2019	Team (with amendments regarding terminology due to restructure)	29.3.19
Primary and secondary heads, July 2019	All primary and secondary head teachers	12.07.2019

Additional Information

Planned review date:	Distribution:	
September 2019		
Associated policies	Name	Reference