

Education Department Policy

Title: Counter Bullying Policy

Date: April 2016

1. Overview

This policy is intended to support education settings in countering bullying. It is recognised that bullying can occur in all organisations and that activity to counter bullying is not an indicator that an organisation has a particular problem with bullying. Rather, it is an indicator that the organisation takes the responsibility to counter bullying seriously.

2. Scope

The policy applies to all staff in education settings: schools, colleges and youth work settings.

3. Responsibilities and distribution

Managers are responsible for ensuring that all staff read and understand the policy and that all members of the school/youth work community are aware of their responsibilities under it.

4. Policy/Standards

Educational establishments need to undertake activity to reduce the likelihood of bullying and to increase the likelihood of incidents being reported. They need to implement systematic follow-up of reported incidents of bullying between pupils (and report on this to the Department annually), between staff, and between staff and pupils.

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COUNTER BULLYING POLICY FOR JERSEY EDUCATIONAL ESTABLISHMENTS (SCHOOLS AND YOUTH WORK SETTINGS)

PRINCIPLES

The States of Jersey Education Department adopts the principles of the Anti-Bullying Alliance:

- We believe that bullying in any form is wrong and should not be tolerated, and that any environment that encourages bullying, prejudice and discrimination is unacceptable.
- We believe that all children and young people have intrinsic value and worth and we embrace their uniqueness and autonomy.
- We respect difference and welcome diversity in our children, young people and in society in general, and believe our work should be inclusive of all.
- We believe that children and young people should have the right to feel safe, secure and valued, and that creating a safe environment and dealing with bullying is everyone's responsibility.
- We believe children and young people should actively participate in decisions that affect them and should be supported in taking responsibility for their choices and subsequent actions.
- We believe there is a range of strategies for dealing with bullying and actively challenge the use of humiliation, fear, ridicule and other similar approaches in an effort to reduce bullying.
- We work within the UN Convention on the Rights of the Child (Articles 14 and 28) (*Appendix A*).
- We believe that people should treat each other with respect and courtesy.

INTENT

With acknowledgement to the Lancashire School Effectiveness Service

All teachers have a duty of care towards pupils. The essence of that duty is to take reasonable steps to protect the welfare, health and safety of pupils and to act with reasonable skill and care.

All adults within educational establishments have a duty of care to act "as a reasonable parent".

Appendix B: Extracts from the Education (Jersey) Law 1999

DEFINITION

The States of Jersey Education Department adopts the definition of the Anti-Bullying Alliance:

Bullying is a subjective experience and can take many forms. Accounts of children and young people, backed up by research, identify bullying as any behaviour that is:

- Harmful, carried out by an individual or a group
- Repetitive, wilful or persistent
- An imbalance of power, leaving the person being bullied feeling defenceless

Children and young people or adults can instigate bullying and each can be bullied, in any combination. Hence educational establishments need to consider potential bullying in relation to child/child, adult/child, child/adult and adult/adult scenarios.

FORMS

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.

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

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

Sexual – sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact

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

Electronic – bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites

IMPACT

Bullying has a destructive and harmful effect on children and young peoples' lives, not only in relation to the person who is being bullied, but also to those who bully and those who stand by. It can lead to self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and sometimes even suicide.

INCIDENCE

Incidence in Jersey

The bi-annual Jersey Health Related Behaviours questionnaire to pupils includes questions about bullying and details pupils' responses.

Comparison with incidence reported in the UK

Fears of bullying at both primary and secondary school are similar to the UK, although the figure for those primary school students who report actually being bullied is slightly lower than the UK.

EXPECTATIONS OF:

THE DEPARTMENT

- To provide guidelines and specify minimum requirements
- To monitor that minimum requirements are being delivered
- To support education settings in delivering minimum requirements consistently within and across schools
- To provide training in implementing the counter-bullying policy
- To respond to any complaints within the policy

EDUCATIONAL ESTABLISHMENTS

- To have a counter-bullying policy which includes a system for identifying, addressing, monitoring, tracking and reporting bullying (*Appendix D, Appendix E, Appendix F, Appendix G*)
- To identify a designated person to co-ordinate this system
- To publish and disseminate the policy
- To keep the policy under review within the (School) Development Plan
- To involve the school community in policy development and review
- To integrate counter-bullying activity within (school) systems
- To work with the local community to counter bullying in the area

ADULTS WORKING WITH CHILDREN AND YOUNG PEOPLE

- To know the policy and procedures and work within these
- To model appropriate behaviour towards fellow members of the community
- To believe children and young people who report or share concerns about bullying

PARENTS/CARERS

- To know the policy and share any concerns about bullying with the school
- To take any concerns about bullying expressed by their children seriously
- To know that bullying is not an acceptable part of 'growing up'
- To have confidence that, together, bullying can be solved

CHILDREN AND YOUNG PEOPLE

- To know that bullying is not an acceptable part of 'growing up'
- To report incidents of bullying affecting themselves or others
- To refrain from being an accessory to bullying
- To have confidence that, together, bullying can be solved

STAFF WITH DESIGNATED RESPONSIBILITY

For schools: Principal Educational Psychologist
For youth work settings: Head of Youth Service

DATA COLLECTION

Schools and youth work settings should record incidents and outcomes.

INCIDENTS INVOLVING BULLYING BETWEEN STAFF

The States of Jersey Bullying and Harassment Guidelines and Flowchart set out the States of Jersey's strategy for providing a working environment where employees are treated with dignity and respect and where they are free from harassment and bullying or any other form of unacceptable behaviour. It gives a commitment to tackling bullying and harassment in the workplace in a sensitive and firm manner together with some examples of the types of behaviour which employees may find unacceptable.

Appendix C: States of Jersey Bullying and Harassment Guidelines and Flowchart

GUIDANCE FOR EDUCATIONAL ESTABLISHMENTS

A range of Department and school initiatives support the development of school ethos and practices which counter bullying.

MONITORING AND REVIEW

The implementation of this policy will be monitored within the framework of the Professional Partner relationship between schools and the Department, and the Youth Service evaluation framework.

APPENDICES

Appendix A: *United Nations Convention on the Rights of the Child*

Appendix B: *Extract from Education (Jersey) Law 1999*

Appendix C: *States of Jersey Bullying and Harassment Guidelines and Flowchart*

Appendix D: *Exemplar policy for schools*

Appendix E: *Exemplar template for a school counter-bullying incident management system*

Appendix F: *Exemplar school counter-bullying incident report*

Appendix G: *Exemplar school counter-bullying incident monitoring record*

Appendix A: United Nations Convention on the Rights of the Child

Adopted and opened for signature, ratification and accession by General Assembly Resolution 44/25 of 20 November 1989. Entry into force 2 September 1990, in accordance with article 49.

The Convention is built around the following four general principles:

1. *Non-discrimination*
2. *The best interests of the child*
3. *Optimal development*
4. *The voice of the child*

Article 14

- 1 States Parties shall respect the right of the child to freedom of thought, conscience and religion.
- 2 States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.
- 3 Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

Article 28

- 1 States Parties recognise the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
 - (a) Make primary education compulsory and available free to all;
 - (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
 - (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
 - (d) Make educational and vocational information and guidance available and accessible to all children;
 - (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
- 2 States parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
- 3 States parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Appendix B: Education (Jersey) Law 1999

Article 6: Duty of States to promote education

The States shall promote the spiritual, moral, intellectual, cultural, social and physical development of the people of the island and, in particular, of the children of the island.

Article 11: Duty of Committee with respect to child of compulsory school age

The Committee shall ensure that there is available to every child of compulsory school age full-time education appropriate to his / her age, ability and aptitude.

Article 33: Behaviour and Discipline

The purposes of this Part are:

- (a) the promotion of self discipline and proper regard for authority, the encouragement of good behaviour and respect for others and the property of others and the attainment of acceptable standards of behaviour among pupils; and*
- (b) the regulation of the conduct of pupils*

Article 35: Duty of Headteacher

- (1) Every headteacher of a provided school shall determine:*
 - (a) what is to be regarded as an acceptable standard of behaviour in school; and*
 - (b) measures including, as required, rules and provisions for enforcement, for the furtherance in the school of the purposes of this Part*

Appendix C: States of Jersey Bullying and Harassment Guidelines and Flowchart

[States of Jersey – Bullying and Harassment Guidelines](#) (PDF)

[States of Jersey – Bullying and Harassment Flowchart](#) (PDF)

These documents can be found in the **Managers > Managing People > Managing Performance > Grievance policy** section of the States of Jersey's Intranet site: MyStates.

If you do not have access to MyStates, please call the People Hub on: 448230 or email: peoplehub@gov.je for assistance in relation to these documents.

Appendix D: Exemplar Policy for Schools

This is an example of an anti-bullying policy that a school might use. It should be adapted to reflect the context in which you and your colleagues work with children and young people.

Mission Statement/Aim/Core Professional Purpose

This school is committed to creating and sustaining a safe, positive and inclusive environment for all pupils, staff and parents/carers. We believe that all pupils, staff and parents/carers have the right to be protected from bullying and abusive behaviour.

Who the policy applies to

This policy was developed and is reviewed and monitored through consultation with the whole school community and applies to all members of that community. Members of the school community are:

Pupils

Teachers (both permanent and supply teachers and specialist teachers, eg for music, dance and drama)

Teaching assistants

Behavioural support assistants

The school counsellor/s

The school nurse

Office staff

School librarian/s

Playground supervisors

Canteen staff

Caretakers

Science and DT laboratory technicians

Parents/carers

School governors

Aims and Objectives

This policy aims to ensure that all those connected with the school are protected from bullying behaviour. The ongoing and long-term aim of the policy is to reduce the number of pupils who experience bullying through increasing awareness of this behaviour, its causes and consequences in the pupils, staff, parents and carers who make up the school community, and to help pupils find and put into practice a series of solutions to the problem of bullying.

The policy also aims to ensure that individual cases of bullying will be dealt with consistently and in a constructive and fair manner when they occur. Procedures for dealing with bullying are clearly set out so that all members of the school community know what they can expect from the school and what the school expects of them, with regard to bullying.

What is bullying?

There are many different definitions of bullying in use; however most agree that the key factors that make behaviour bullying, as opposed to "having a laugh", venting frustration or a non-bullying incident of physical or verbal violence/aggression are:

- Repetition of behaviour, systematically undermining a person over a period of time; and
- An imbalance of power between the person on the receiving end of the bullying and the person or persons doing the bullying.

It is a good idea to use a definition that has been developed in consultation with representatives of all sectors of the school community. Below is an example of how such a definition might read.

'Bullying is when one or more people physically, emotionally or psychologically deliberately hurt or cause harm to a person who is in a weaker position than him/her/them, and so is less able to defend himself/herself. Bullying usually happens over a period of time and consists of a series of different incidents'.

Different types of bullying include:

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

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.

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

Sexual – sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact.

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

Electronic – bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites.

Bullying is the abuse of power by one person over another. All the types of behaviour listed above are unacceptable and will not be tolerated at this school.

How we handle bullying at ... School

- When bullying is reported it will be taken seriously.
- Staff will work with the young person who is being bullied to help them feel safe and find responses to bullying that work.
- Staff will work with the young person or people who are bullying to change the bullying behaviour.
- Wherever possible, staff will work with the parents/carers of any student who is being bullied to support and encourage that student in finding solutions to the bullying.
- Wherever possible, staff will work with the parents/carers of any student who is bullying to support and encourage that student in finding alternatives to the bullying behaviour.
- Staff will try to involve staff from outside agencies (eg Educational Psychology, CAMHS, Youth Action Team etc) in supporting pupils who are experiencing bullying or who are bullying.
- Suspending pupils from school is a last resort. If particularly serious victimisation, abuse and intimidation, or physical bullying against any other person belonging to the school community is reported, those pupils who carried out the bullying may have to be suspended from school activities while it is investigated and solutions are sought.

Standing up to bullying behaviour

This school is committed to stopping bullying behaviour and to do this we need everybody's help. Here are the things that every member of the school community can expect from the school and the things that are expected from each member:

All pupils

All of us find ourselves in vulnerable positions sometimes, eg when we start a new school/job/subject, if we are having problems at home, etc. As part of the school community, you have a responsibility to help combat bullying by supporting other pupils when they are vulnerable. Don't gang up against another pupil in a vulnerable position; try to help him/her feel less vulnerable. Don't join in with making fun of them, even if you don't feel able to challenge the bullying behaviour yourself. And don't turn a blind eye to bullying and victimisation.

Here's what to do if you know that another pupil is being bullied (this could be a friend that you know really well, someone in one of your classes, or someone that you just see around the school and have never even spoken to; and the bullying could be happening at school, or on the way to and from school):

- Let a member of staff know about the bullying. You can do this in lots of different ways *[delete from and add to this list as appropriate, depending on the system that your school decides to adopt]*:
 - Fill out a bullying report form or just write down the details about the bullying and put it in one of the bully boxes around the school (who is being bullied, how they are being bullied, and when and where the bullying is happening/happened; if you can, write down who is doing the bullying and also your name).
 - Tell a peer supporter who can advise you how to tell staff and support you in doing so, or tell them for you if you are unable to do so.
 - Find a quiet moment to speak to a member of staff. Members of staff are: teachers, teaching assistants, behavioural support assistants, counsellors, the school nurse, office staff, librarians and playground supervisors.

After class can be a good time to approach teachers. You can always pretend that you need help with some work if you are worried that other pupils might hear you ask the teacher for a private word.

When you let staff know about bullying you can expect what you say to be taken seriously and that action will be taken to stop the bullying behaviour. If you choose to tell a member of staff about bullying in person or if you write your name on a bullying report form before posting it in the bully box, staff will not name you when they investigate the bullying unless they are forced to because of Child Protection laws, but they will let you know that they have acted on your report. If you are ever worried for your own or another pupil's physical safety (including if you are afraid that a pupil may harm himself/herself), **do not hesitate to tell a member of staff** so that they can take immediate action to keep the pupil safe with the help of other staff at the school, parents/carers and the police and ambulance service if necessary.

Pupils who are being bullied

If you are being bullied, you can expect that:

- You will be listened to and taken seriously.
- Action will be taken to help you to stop the bullying.
- You will be involved in the process of deciding what action to take to help stop the bullying and any worries that you may have will be listened to and respected.
- You will be given the opportunity to talk about the way that the bullying has made you feel and to find strategies to deal with these feelings and to understand and cope with bullying behaviour. This means:
 - Your form teacher, head of year and the member of staff in charge of the anti-bullying policy will be told about your situation so that they can help to support you.

- You will be given the chance to work with them to find strategies to deal with bullying and to talk about any feelings and worries that you may have.
- You will be offered the chance to talk with the school counsellor as well.
- Your form teacher will ask to let your parent(s)/carer(s) know what is going on, and to offer them the chance to help support you too.
- You will have regular meetings with staff (eg every week for a month, a half-term, or a term) to make sure that the action taken to stop the bullying is really working and that you are happy with how things are going.
- If you ever fear for your physical safety, staff will take immediate action to keep you safe with the help of their colleagues at the school, parents/carers and outside agencies like the police and ambulance service if necessary.

Pupils who are bullying

Bullying behaviour has no place at this school. If you are involved in bullying, you can expect that:

- Your bullying behaviour **will** be challenged.
- You will be treated fairly.
- You will be given the opportunity to change your behaviour and encouraged and supported in doing so. This means:
 - You will be expected to work with staff to look at the reasons that you have been bullying and to find and put into practice other ways of behaving.
 - You will be offered the chance to work with the school counsellor who can help you to stop bullying.
 - Your form teacher will ask to let your parent(s)/carer(s) know what is going on and to offer them the chance to help support you in changing your behaviour.
 - You will have regular meetings with staff to review your behaviour (eg every week for a month, a half-term, or a term).
 - If you don't work at changing your behaviour then staff will have to take more serious action, eg suspending you from school activities. At this point the school will have no choice but to involve your parent/carer.
- Our priority is to make this school a safe and positive place for the whole school community. If you take part in a serious campaign of victimisation, abuse and intimidation, or episode of physical bullying against any other person belonging to the school community, you will be instantly suspended from coming to school whilst the behaviour is investigated and you may well be excluded.

Staff

All staff can expect to be properly trained and supported in dealing with bullying.

All staff will be expected to:

- Promote an environment that is constructive and safe for all pupils through their own teaching practice and actions.
- Follow the procedures set out in this policy when they are dealing with bullying.
- Work in co-operation with colleagues, pupils, parents/carers, staff from other organisations in the local community and the school's board of governors to combat bullying.

Parents/carers

All parents and carers can expect to be kept informed of the school's counter-bullying work throughout the school year.

Staff will do their best to address any concerns that you may have about bullying and you will be asked to co-operate with the school in supporting your child and promoting the message that bullying behaviour is not acceptable.

1. If your child is being bullied, you can expect that:

- You and your child will be listened to and believed.
- Staff will ensure that you are involved in the process of supporting your child in dealing with the bullying.
- Staff will do their best to address any concerns you may have.
- Wherever necessary, the school counsellor can help to support you and your child in addressing his/her experience of being bullied.

2. If your child is bullying another pupil, you can expect that:

- You and your child will be listened to.
- Your child will be treated fairly.
- Your child will be expected to change his/her bullying behaviour and supported and encouraged in doing so by staff.
- Wherever necessary, the school will put you in contact with outside agencies that can help to support you and your child in addressing his/her bullying behaviour.

If you have any concerns that another child who attends the school (eg a friend of your child) may be experiencing bullying, please do not turn a blind eye but mention this to a member of staff.

Governors

School Governors can expect to be kept up-to-date on the progress of the school's anti-bullying work and to receive a comprehensive annual report on anti-bullying work.

School Governors will be expected to:

- Give feedback on the monitoring and evaluation of the anti-bullying policy and practices in the school.
- Publicly support the school's anti-bullying message.

Appendix E: Example template for a school counter-bullying incident management system

1. Any staff member who receives a report of bullying to inform (the person designated to coordinate counter-bullying in the school) within one hour of learning about the situation.
2. The concerns of the alleged victim to be listened to, taken seriously and recorded (on a school specified format).
3. The views of the alleged perpetrator(s) to be listened to, taken seriously and recorded (on a school specified format).
4. Strategies and sanctions to resolve the issue to be recorded (on a school specified format), and a date (within 10 days) set for review of their effectiveness.
5. All staff involved in identified strategies to be informed of their roles the same day.
6. Parents of all children involved to be contacted the same day.
7. The outcomes of the review to be recorded (on a school specified format).
8. A record (example below) of steps 1 to 7 for each case of reported bullying to be maintained, and the Senior Leadership Team to review this regularly.
9. Incidence of reported bullying to be monitored by school managers, and analysed regularly to identify emerging issues and actions to address these.

Appendix F: Exemplar School Counter Bullying Incident Report

(SCHOOL) COUNTER BULLYING INCIDENT REPORT		
DATE INCIDENT / ISSUE REPORTED	TO WHOM	1. CO-ORDINATOR INFORMED?
ALLEGED VICTIM	YEAR GROUP & CLASS / TUTOR GROUP	2. VIEWS RECORDED?
ALLEGED PERPETRATORS	YEAR GROUP & CLASS / TUTOR GROUP	3. VIEWS RECORDED?
TYPE OF BULLYING	NATURE OF BULLYING ACTIVITY	
4. STRATEGIES / SANCTIONS TO BE INVOKED		STAFF / PUPILS TO BE INVOLVED
5. INVOLVED STAFF / PUPILS INFORMED?	REVIEW DATE	6. PARENTS INFORMED?
7. REVIEW OUTCOMES		

Appendix G: Example School Counter Bullying Record

(SCHOOL) COUNTER BULLYING INCIDENT RECORD									
Date of incident report	Alleged victim (name)	Y G	Alleged perpetrator(s) (name(s))	Y G	Type of bullying	Nature of bullying activity	Strategies / sanctions invoked	Review date	Review outcome

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change
0.1	January 2010	Principal Educational Psychologist and Head of SEN	
0.2	May 2014	Assistant Director, Inclusion and Family Support	Change of ownership to Principal Educational Psychologist Removal of appendix C: "Summary of responses from Jersey Pupils to questions about bullying in the 2006 Health Related Behaviours Questionnaire"
0.3	April 2016	Director, Inclusion & Family Support	Updated to reflect new Department name and job titles, update Appendix C to link to current policy documents

Approval

Presented To	Approved by:	Date

Additional Information

Planned review date:	Distribution:	
Associated policies	Name	Reference