



# St. Lawrence Primary School



## Counter Bullying Policy

(This policy should be read in conjunction with [CYPES Counter Bullying Policy 2019](#))

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

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

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

### 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 bullying is perceived by the pupils, both have a significant impact on the prevalence and frequency of bullying acts in school. We aim to engage staff, pupils and parents together in creating a bully-free and respectful learning environment.

### 2. Scope

This document describes our approach to dealing with incidents of bullying. It also offers 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' (available in staff policies file) which provides comprehensive guidance for schools in responding to and supporting children who bully or are the victims of bullying.

### 3. Aims

This policy aims to:

- Increase staff understanding and awareness of the main issues around bullying
- Increase staff's confidence in managing a bullying situation effectively
- 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

We adopt 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

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- 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. St Lawrence is committed to challenging any form of bullying within the staff team and any incidents will be addressed in line with Government of Jersey Policies.

### 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, malicious gossiping, excluding people from groups, and spreading hurtful and untrue rumours. It may include homophobic, transphobic or biphobic bullying. These activities can take place face to face, via third parties, or via other means such as text messages, emails, blogs, gaming websites, internet chatrooms, instant messaging and camera facilities. 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

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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 our 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 as one of the most prevalent forms of bullying in any community. We must endeavour to ensure that everyone on site shows equal measures of support and challenge to those who bully others. Anti-bullying week is an opportunity to focus some specific work around bullying in school, but creating and maintaining a counter-bullying culture in school is a priority all year round. Our expectations are visited regularly through assemblies, class discussions, small group interventions, school council support and PSHE lessons throughout the year.

### 7. The role of parents and carers

When incidents of bullying are identified, parents will be involved in the resolution. The parents of the child who bullies and the parents of the victim will be invited to meet with the school to explore and agree the best way forward. The support of parents for all children involved will be key to a resolution.

### 8. In case of bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Members of staff and all members of the community must be alert to the signs of bullying; legal responsibilities are known and community members should act promptly and firmly against it, in accordance with School policy. Surveys have shown that in the vast majority of bullying incidents, MOST people knew that what was going on was wrong. Sometimes people, either through lethargy, peer group pressure, or tacit support for what is going on, fail to take action.

### What to do

The way to deal with bullying is for people to be aware of the issues involved, and to be clear in their own minds what action to take should cases arise:

#### If you are the victim

- Share your feelings with someone else.
- If possible talk to a member of Staff you trust or talk to your parents and ask them to talk to your teacher

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### Procedure if a pupil should witness bullying behaviour

1. Support the victim by offering your friendship and make it clear that in your opinion what is happening to them is wrong.
2. Encourage them to speak out on their own behalf by confronting the bully, or with their permission, confront the bully yourself.
3. Accompany the victim to a trusted adult or suggest that you see their teacher on their behalf.

### Procedure for members of Staff should you witness an incident of bullying or it is reported to you

1. Reassure and support the pupils involved.
2. Advise them that you are required to pass details on to the relevant member of SLT.
3. Inform an appropriate member of the pastoral team as soon as possible. The Head Teacher (or Deputy) will keep a central log of all complaints or incidences of bullying and record the way in which they were dealt.

### What will happen?

#### I am referring to the 'No Blame Approach' by George Robinson

#### The Seven Steps approach to resolution

- **Step One – Interview with the victim:** talk to victim about their feelings, but do not question them about the incidents directly.
- **Step Two - Convene a meeting with the people involved:** teacher arranges to meet with the people who were involved (minus the victim).
- **Step Three – Explain the problem:** teacher tells them about the way the victim is feeling.
- **Step Four - Share responsibility:** the teacher does not attribute blame but states that they know the group is responsible and they can do something about it.
- **Step Five – Ask the group for their ideas:** each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.
- **Step Six - Leave it up to them:** the teacher ends the meeting by passing on the responsibility to the group to solve the problem.
- **Step Seven – Meet them again:** about a week later the teacher discusses with each student, including the victim, how things have been going.

Details of the incident will be logged in SIMS, in line with the behaviour policy *High Level Behaviours*.

SLT will discuss the incident and agree on the most helpful way forward. The parents of the perpetrator/s will be informed by letter or telephone.

The School will raise awareness of the staff through training and take action to reduce the risk of bullying at the times and places where it is most likely to occur. The key points from this policy will be prominently displayed on School notice boards and will be discussed with pupils during Teacher led PSHE sessions. Anti-Bullying will also be

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revisited as necessary during assembly sessions to all years and reinforced in other areas of the curriculum as the opportunities present themselves e.g. drama, physical education. Opportunities will also be sought to allow parents to contribute to the School's actions to prevent bullying.

Annual pupil surveys will be used to facilitate an understanding of the level and type of bullying that pupils might have experienced.

### Further References

Preventing and tackling bullying, Advice for headteachers, staff and governing bodies, DFE, October 2014

Cyberbullying: Advice for headteachers and school staff, DFE, 2014

Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies DfE Guidance, July 2011

Safe to Learn, Embedding Anti-Bullying work in Schools, DCSF, 2007

[www.cyberbullying.org](http://www.cyberbullying.org)

Childline: 0800 1111 : <http://www.childline.org.uk/Pages/Home.aspx>

### 9. 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. From January 2020 any incidents being logged as bullying will be discussed with the Counter Bullying Lead prior to input.

### 10. 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.

### 11. 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 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.

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### 12. Monitoring, evaluation and review

The counter-bullying lead will monitor the SIMS behaviour log regularly and report figures termly to the Education Department from January 2020. The findings will be taken into consideration when prioritising whole school developments.

Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date
0.1	15.10.18	Astrid Jansen	Draft	Whole Staff	AC	November 18
0.2	November 19	Astrid	CYPES updated guidelines	Whole Staff	AC	November 19
0.3	September 21	Astrid	Updated with approach to resolution	Whole Staff	AC	Sep 21