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Mission statement

This school is committed to creating and sustaining a safe, positive and inclusive environment for the whole school community. We believe that all students, staff and parents/carers have the right to be protected from bullying and abusive behaviour and to ensure that all members have a sense of belonging and feel welcomed. Bullying of any kind is unacceptable at Le Rocquier School. If bullying does occur, incidents will be dealt with promptly and effectively.

Who the policy applies to

This policy was developed in line with the States of Jersey, CYPES Counter Bullying Policy (March 2019) and applies to all members of the school community including all students, all staff, parents/carers and visitors to the school.

1. Objectives

- To increase awareness of the causes and consequences of bullying behaviour in the students, staff, parents and carers who make up the school community.
- To develop a school culture where there is a shared understanding of what bullying is and knowledge that it will not be tolerated.
- To help all in the school community to put into practice a series of solutions to combat the problem of bullying.
- To ensure that individual cases of bullying will be dealt with consistently and in a constructive and fair manner when they occur.
- To outline clear procedures for dealing with bullying so that all members of the school community know what they can expect from the school and what the school expects of them, when bullying is reported.
- To ensure accurate records of all bullying cases are recorded in SIMs.
- To ultimately reduce the number of students who experience bullying.

2. What is bullying?

Le Rocquier School Definition of Bullying:

Bullying is when someone does something directly or indirectly to physically, emotionally or psychologically hurt or cause harm to someone who is in a weaker position.

See Appendix A for further guidance on what does, and does not constitute as bullying.

3. How bullying will be addressed at Le Rocquier School:

- When bullying is reported it will be taken seriously.
- Staff and/or supporters will work with the young person who is being bullied to help them feel safe and find responses to bullying that work.
- Staff and/or supporters 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 may involve professionals from outside agencies to support students who are experiencing bullying or who are bullying.
- Suspending students 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 students who carried out the bullying may have to be suspended from school activities while it is investigated and solutions are sought.
- Incidents and outcomes of bullying will be recorded by the school and, when requested, this information will be shared with CYPES.
- At times, Police involvement may be necessary and the community police officer, PC Amanda Ingram should be informed by email: A.Ingram@jersey.pnn.police.uk or mobile: 07797774998.

4. Roles and Responsibilities:

Student Responsibilities

- As part of the school community, students have a responsibility to help combat bullying by supporting other students when they are vulnerable.
- Students must report bullying either towards themselves or when they see it happening to others. Not reporting a bullying incident allows the bully to continue with their bullying behaviour.
- Students should never stand by and watch bullying take place whether it is face-to-face or online.
- Students should walk away from situations that make them feel uncomfortable and talk to an adult as soon as they can.
- Students should support staff investigating incidents by completing a student statement form honestly and quickly, when asked to do so.
- Students should avoid situations on social media where bullying can take place and will try to persuade friends to do the same.
- Students should avoid using social media or text messaging when it is used with the intention of causing offence, harm or injury to another person. They must report any incidents in school immediately.
- Students can tell a prefect, who can offer support and advice
- If a student is being bullied he/she will be involved in the process of deciding what action to take to help stop the bullying. Any worries will be listened to and respected.

Students who are bullying will be dealt with in a number of ways:

- Bullying behaviour **will** be challenged and dealt with fairly.
- A bully **will** be given the opportunity to change her/his behaviour and encouraged and supported in doing so.
- A bully **will** be expected to work with staff to look at the reasons why he/she has been bullying and to find and put into practice other ways of behaving.
- Parent(s)/carer(s) **will** be informed about what is going on, and offered the chance to help support the student who is bullying
- A bully **may** have regular meetings with staff to review behaviour (e.g. every week for a month, a half-term, or a term).
- If a student takes part in a serious campaign of victimisation, abuse, intimidation, or physical bullying against any other person belonging to the school community, he/she **may** be suspended from school and the community police office **will** become involved.

Staff Responsibilities

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

- Regularly familiarise themselves with the anti-bullying policy.
- Promote a caring and positive learning environment in their classroom and in the wider area of the school.
- Follow the procedures set out in the anti-bullying policy.
- Work together with colleagues, the school community and with outside agencies to combat bullying.
- Investigate all incidents thoroughly.
- Challenge any bullying behaviour.
- Inform the right people. Form Tutors, Heads of House, Heads of Year and the member of staff responsible for anti-bullying will be told about the situation. If necessary, the school counsellor, Education Welfare Officer or senior teaching staff may be involved.
- Let parent(s)/carer(s) know what is going on.
- If necessary, set up regular meetings with staff or supporters to ensure that the action taken to stop the bullying is working.
- Record all actions on SIMs for both the “Bullying Victim” & “Bullying Perpetrator” under Behaviour Management.

Parents/Carers Responsibilities:

- Work with Le Rocquier staff to report all suspected bullying cases to the relevant Form Tutor/Head of Year as appropriate and in a timely manner.
- Monitor students’ social media activity to ensure they are safe online and are not being bullied or using social media inappropriately.
- Allow Le Rocquier staff the opportunity to investigate incidents first and not take matters into their own hands. Inform school if they intend to report incidents of bullying to the police.
- Follow the school’s complaints procedure if they are unhappy with the outcome of an investigation.
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More guidance for parents can be found in Appendix B

Governors’ Responsibilities:

School Governors can expect to be kept up-to-date on the progress of the school’s anti-bullying work, and receive feedback. School Governors will be expected to:

- Assist the school in the implementation of the policy.
- Acknowledge and promote the school’s anti-bullying message.

5. Anti-Bullying Process

Step 1

Incident has been reported to the Form Teacher or Head of Year by student, staff or parent/ carer. The incident is investigated, evidence gathered and statements are taken and passed to the Head of Year.

If bullying is suspected an investigation will take place and staff will talk to the suspected victim, the suspected bully and any witnesses.

Step 2

The Head of Year examines the evidence and decides whether or not the incident should be treated as a one-off incident, a mutual conflict or evidenced bullying. (Referring to the definition provided in this policy.)

If the incident is a one-off incident or mutual conflict the Head of Year will follow the school's behaviour policy and take appropriate action. (See Behaviour Policy 2019-2020)

Step 3

If the incident has been recorded as bullying the following actions will take place:

Parents/ Carers of all involved will be informed that the incident is being dealt with as 'Bullying'.

This will be formally recorded in SIMs for both the 'victim' and 'perpetrator'.

This will be recorded centrally on SIMs for all students involved and reported to Governors termly.

Consequences will be issued by the Head of Year in line with the school's behaviour policy.

The consequence will be based upon the seriousness of the incident and the level of harm caused to the victim.

Restorative Practice will take place within 5 days of the incident by the Head of Year or SLT. (See Behaviours for Learning Policy 2019 - 2020)

The Head of Year will check in regularly with the victim and offer support if necessary.

The perpetrator will be offered help to change their behaviour.

Some incidents of bullying may warrant intervention by the police depending upon the severity of the incident or if a crime has been committed. Parents / carers will be informed if this decision has been made.

Repeated Offences

If the same 'perpetrator' is reported to carry out other acts of bullying towards the same or different students, the school will take further action. Students who are known to be intentionally causing harm, injury or offense to students at Le Rocquier School will receive our most serious consequences, including risk of ongoing exclusion from Le Rocquier School.

Actions of the Head of Year will include:

- ◆ A formal meeting with parents to review the evidence against the student.
- ◆ Possible change of the student's form and/ or teaching groups or year half.
- ◆ Referral to the Inclusion Team for possible assessment of need and support.
- ◆ Seclusion during social times of the day.
- ◆ Pastoral Support Plan to monitor student's behaviour.

The school is responsible for completing a register of bullying incidents in line with the CYPES guidelines and will make a termly report of such incidents to the Governing body.

6. Complaints Procedure

Resolving bullying incidents takes time and patience from all parties involved due to their complex nature. We ask you to keep working with us and to be part of the solution through positive engagement and support.

We endeavour to get everything right first time, every time, but if you feel we are not supporting you or a student through our anti-bullying work, we need to know.

In the first instance raise your concerns with the person you are in contact with. This may be the Head of Year for example. If that does not resolve the issues, and you wish to formalise a complaint or share your views with a senior member of staff to respond to, please email or call Deputy Head Teacher, Mrs Shipton-Taylor r.shiptontaylor@lrs.sch.je

If concerns continue then please contact the Head Teacher either by email a.adkin@lrs.sch.je or phone Tel. 855876.

It is important you bring your concerns directly to us in order for us to know about them and be given opportunity to respond.

Should none of these help, then please see our website for the 'Complaints Procedure' about how to complain to our Chair of Governors.

Appendix A:

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:

- emotionally and physically harmful, carried out by an individual or a group;
- repetition of behaviour; systematically undermining a person over a period of time;
- deliberate, wilful or persistent and
- an imbalance of power between the person on the receiving end of the bullying and the person or persons doing the bullying leaving the victim feeling threatened.

Forms:

Although there are different mechanisms by which children can bully others (see below), there are only two forms by which bullying can take place. It can be either ‘direct’ or ‘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 deliberately harm another, either emotionally and/or physical repeatedly over time. This can take the form of hitting, kicking etc. another person or by intimidation, name calling and posting harmful comments through electronic means.

Indirect

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

Different types of bullying include:

Physical – Any form of repeated actual physical violence or threat of violence including intimidation, for example:

- Hitting including any variation of kicking, slapping, punching, pushing, spitting, tripping, hitting, or using an object to have the same effect.
- Theft of property or possessions.
- Intentionally causing damage to property or possessions

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

Emotional/psychological – Any actions that impact on the emotional wellbeing of another person.

- Deliberately causing harm or offence to another person or group of people by using unkind language, teasing, and name calling, taunting and making negative personal comments.
- Excluding individuals from conversations, activities or groups,
- Ridiculing or causing humiliation – either face to face, through spreading rumours or inappropriate use of technology.
- Tormenting others by taking their possessions, hiding books, threatening gestures, using social media to provoke a reaction.

Sexual – This includes any unwanted physically contact or sexually abusive comments for example:

- Using sexually explicit words and sexually insulting phrases

- Inappropriate, unwanted physical contact
- Using sexual threats or violence
- Forced or exploitative sexual activity
- Sexual harassment
- Forcing another person to look at sexual body parts

Prejudice-based bullying – Prejudice-based bullying (also known as identity-based bullying) refers to any form of bullying related to the characteristics considered unique to a child's identity. These forms of bullying are not only targeted at an individual, but reflect negative attitudes towards a wider sub-community or group to whom that individual identifies with.

Prejudice-based bullying can be separated into 8 characteristics unique to a child's identity, these are:

- **Race or ethnicity:** bullying directed towards an individual which relates to their skin colour, ethnicity, or national identity. Includes racial taunts, graffiti or gestures.
- **Gender:** bullying based around sexist attitudes or sexually inappropriate behaviours, intended to either demean or humiliate an individual because of their sex.
- **Homophobic, biphobic and transphobic:** bullying because of or focusing on the issue of sexuality or gender identity.
- **Religion or belief:** bullying motivated by prejudice against an individual's perceived or actual religious or spiritual beliefs and practices.
- **Learning disability/difficulty:** Bullying of children who have an impairment which affects the way they learn, understand, socialise and communicate.
- **Disability:** Bullying of children who have a physical or mental impairment. For example, mobility, visual or hearing impairments, epilepsy, diabetes or a progressive condition such as multiple sclerosis.
- **Asylum seekers and refugees:** *because of or focusing on being from refugee and asylum seeking backgrounds.*
- **Gypsy, Roma and Traveller:** *because of or focusing on being a member of a travelling community.*

Online bullying & inappropriate use of devices and social media – More commonly known as 'cyber bullying' – which is the misuse of technologies or communications to cause harm, injury or offense. For example:

- Mobile threats by text messaging and calls.
- Misuse of associated technology i.e. cameras and video facilities, games consoles.
- Students who engage in 'group chats' which are created to target an individual with the intention of being unkind or to cause offence.
- Sharing of inappropriate material online – including material that is racist, homophobic, sexist, includes extremist content or discriminatory language against people with special needs and disabilities.
- Sharing inappropriate material of a sexual content (including sexting).
- Deliberate attempts to contact staff via social media or use their online profile to harass, intimidate, make threats or cause offence to any member of staff and / or adult.
- Using social media to humiliate, harass, intimidate, make threats or cause offence or anxiety to another student.

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

Bullying is not:

One-off incidents

Bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects, and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.

Mutual conflict

A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

Appendix B:

Guidance for Parents/Carers:

We are committed to developing a culture of inclusion, tolerance and respect in order to encourage mutually supportive students at Le Rocquier School.

ALL bullying is unacceptable, regardless of who bullies, how it is delivered or what reasons are given to justify it.

Bullying hurts. No one deserves to be a victim of bullying.

Bullying has the potential to damage the emotional wellbeing and mental health of those affected by it, including those who witness this abuse.

We realise that people who are bullied do not always show their hurt and speak about it. If you know someone is being bullied you must tell a teacher.

If a student is being bullied, parents/carers can expect that:

- The student will be listened to, treated fairly & supported
- Staff will do their best to address any concerns that students/parents/carers may have
- Appropriate action will be taken, any and every time bullying is reported
- The information will be recorded on all parties involved.
- Staff will generally seek to involve parents in addressing bullying behaviour

Signs and symptoms that someone may be experiencing bullying

Change in routines or behaviours	Changes in mood or personality
<ul style="list-style-type: none">○ Is frightened of walking to or from school.○ Doesn't want to go on the school/public bus. Begs to be driven to school.○ Changes their usual routine.○ Is unwilling to go to school (school phobic). Begins to truant.	<ul style="list-style-type: none">○ Becomes withdrawn, anxious, or lacking in confidence.○ Attempts or threatens suicide or runs away.○ Cries themselves to sleep at night or has nightmares.○ Feels ill in the mornings.○ Begins to do poorly in school work.○ Becomes aggressive, disruptive or unreasonable. Is bullying other children or siblings.
Physical Signs	
<ul style="list-style-type: none">○ Comes home with clothes torn or books damaged.○ Has possessions which are damaged or 'go missing'.○ Has unexplained cuts or bruises○ Has dinner or other monies continually 'lost'.○ Comes home starving (money/lunch has been stolen).○ Stops eating.○ Asks for money or starts stealing money (to pay bully).○ Gives improbable excuses for any of the above.	<ul style="list-style-type: none">○ Is frightened to say what's wrong.○ Is afraid to use the internet or mobile phone.○ Is nervous or jumpy when using their phone or electronic device.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

If you suspect your child is being bullied please report your concern to the Pastoral staff involved with your child (form Teacher/Head of Year) immediately so that we can investigate.

It is important that you advise your child not to fight back; this can make the situation worse.

Parents/carers must help us ensure we have a culture of tolerance and respect at school by promoting this at home.

Bullying directly impacts on emotional wellbeing of students and we will ensure that any reports of bullying are dealt with in accordance with the school's anti bullying policy.