First Tower School

Anti-bullying

Policy 2022

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures

Date:	September 2022
To be reviewed:	September 2023

This policy should be read alongside the Government of Jersey "Counter Bullying Policy" 2019 and has been written using that policy and the DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the Government of Jersey guidance and DfE "Keeping Children Safe in Education" 2021 and 2022. Some UK Laws have also been referenced as guidance and good practice to follow.

1. Introduction

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood, but can have a lasting effect on their lives well into adulthood.

At First Tower School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the UK Equality Act 2010, our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

At First tower School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Following guidance in the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Designated Safeguarding Lead (Part 1 KCSiE).

This policy is closely linked with several school policies including:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- School Code of Conduct
- Acceptable User Policies
- Curriculum policies, such as: RE, PSHE, citizenship and computing
- Mobile technology and social media policies

2. Responsibilities

2.1 It is the responsibility of the Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.

2.2 All staff, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

2.3 Parents/carers to support their children and work in partnership with the school.

2.4 Pupils to abide by the policy.

3. Aims

3.1 We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment. We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

3.2 First Tower School:

- Understands the importance of challenging inappropriate behaviours between peers.
- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the antibullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.

- Will deal promptly with grievances regarding the school response to bullying in line with the Government of Jersey complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from CYPES and relevant organisations when appropriate.

4. Definition of Bullying

4.1 At First Tower School we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. 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' 2017).

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. Abuse is abuse and it should never be tolerated or passed off as: "banter", "just having a laugh" or "part of growing up". First Tower School recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

4.2 Direct

Direct bullying is classed as the process of carrying out an act of bullying (as described in point 5). A person can be accused of direct bullying if they proactively engage in acts that deliberately harm another either emotionally and/or physically repeatedly over time.

4.3 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, liking on Facebook or other media; watching physical acts without action and any other means of facilitating acts of aggression and harm.

5. Types of Bullying

5.1 Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking/damaging belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.

5.2 Cyber-Bullying

The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social

media sites and apps, and sending offensive or degrading photos or videos. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

5.3 Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

5.4 Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

5.5 Sexual Bullying

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

5.6 Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Jersey Premium funding
- Children who are young carers
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual

6. **Bullying Prevention**

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum. Pupils receive weekly ICT lessons and E-safety is an integral part of each lesson; information for parents is included in newsletters and on the school's website. E-safety workshops are held to raise parents' awareness of how to help keep their children safe online. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

7. Responding to Bullying Concerns

7.1 The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The Headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. These reports will be uploaded to SIMs.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and Government of Jersey confidentiality policies.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, for example the school community police officer or Early Help if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site, or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

7.2 Cyberbullying actions

When responding to cyberbullying concerns, the school will:
- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.

- Take all available steps where possible to identify the person responsible. This may include:
    - looking at use of the school systems
    - identifying and interviewing possible witnesses
    - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
    - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
    - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the school behaviour policy.
    - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
    - advising those targeted not to retaliate or reply.
    - providing advice on blocking or removing people from contact lists.
    - helping those involved to consider and manage any private information they may have in the public domain.

8. Support

8.1 Where bullying has occurred pupils will be supported by:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include

support through Early Help or Integrated Children Services or support through the Children and Young People's Mental Health Service (CAMHS).

8.2 Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy. This may include:
  - official warnings
  - detentions/internal exclusions
  - removal of privileges (including online access when encountering cyberbullying concerns)
  - in extreme or repeated cases, fixed-term suspensions or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Integrated Children Services or Early Help or support through the Children and Young People's Mental Health Service (CAMHS).

8.3 Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.

- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Adults who have perpetrated the bullying will be helped by:
- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the Government of Jersey complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

9. Recording and Reporting

9.1 Recording on SIMS

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.

9.2 When should incidences be recorded on SIMS?

As soon as possible after the decision has been made to classify the incident as an act of bullying.

9.3 When should bullying incidences be reported to the authority?

One of the essential roles of the Designated Lead for Counter-bullying is being responsible for managing bullying in school to record and report all incidences to the department on a regular basis. It is essential therefore that school maintain up-to-date records of these events on SIMS. The value of doing this is clear. A lot of bullying occurs in patterns and cycles and are often associated with increased stress in school and/or at home. In order to establish if there are any associations with rises and dips in bullying figures, schools will be required to report their bullying figures to the department on a termly basis.

10. Appeals

10.1 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 role of designated counter-bullying lead should support any such appeal, attempting to reach resolution.

10.2 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.

UNRC Article 3: Everyone who works with children should do what is in the best interests of the child.

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

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

Change history:

Version	Date Issued	Issued by	Reason for Change
1.0	05/10/22	Shelley du Feu (DHT)	

Approval:

Presented to	Approved by	Date
SLT	SLT	05/10/22