

Bel Royal School



Counter Bullying Policy

Written: October 2024

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This policy has been written alongside the Education Department Counter Bullying Guidelines:

<https://www.gov.je/SiteCollectionDocuments/Education/ID%20Counter%20Bullying%20Guidelines%20booklet%2020190722%20MV.pdf>

In line with this guidance, we shall refer to the 'bully' as 'a child who bullies' to separate the child from their behavioural choices or actions.

At Bel Royal School, we are committed to fostering a safe and enabling environment for all members of our community. This commitment is upheld by every staff member, who are responsible for ensuring that our counter bullying policy is adhered to.

As a Rights-Respecting School, our philosophy and ambition for our pupils are underpinned by our Core Values: Include, Believe, Achieve, and the values and principles of the United Nations Convention on the Rights of the Child (UNCRC).

Article 2: The convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, whatever their family background. No child should be treated unfairly for any reason.

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

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

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

Aims

We promote and develop a positive school environment, where bullying behaviour is not tolerated, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential through learning and playing in a safe and secure environment.

Definition

In line with The States of Jersey Education Department 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:

- Emotionally and Physically Harmful, carried out by an individual or a group
- Deliberate, wilful, or persistent
- 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. Hence educational establishments need to consider potential bullying in relation to child-child; adult-child; child-adult and adult-adult scenarios.

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 and posting assaults online – trolling.

Signs of Bullying

Staff at Bel Royal should be vigilant in looking out for signs of bullying or other child protection issues, including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to go home, not wanting to come to school, sudden changes in behaviour and mood, concentration difficulties.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through our assemblies, PSHE lessons, and the Rights Respecting Agenda, pupils are given regular opportunities to discuss what bullying is, how to counter bullying, and what bullying isn't. We participate in the annual Anti-bullying Week to raise awareness further. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Through the Rights Respecting School's Agenda, we encourage our children to take an active approach to dealing with bullying to support a shared responsibility towards a greater ethos of support and safety.

E-safety is an important part of our Curriculum and information for parents is included on the school's [website](#).

Positive Behaviour Policy

Our Positive Behaviour Policy underpins and supports counter bullying at Bel Royal School: [Positive Behaviour Policy \(11\).pdf](#)

Responding to Bullying

All cases of alleged bullying should be reported to a senior leadership team member.

All bullying incidents, actions, communications, and next steps **must** be recorded.

- Initially, a senior leadership team member must establish the facts and build an accurate picture of events over time. This should be done through speaking to all those involved, including adult witnesses, parents, and pupils.
- If the allegation of bullying is upheld, the senior leader should seek to use a restorative approach.
- The consequences of the child who bullies actions on the victim should be fully explained.
- Both parties should be clear that a repeat of these behaviours will not be acceptable.
- Parents of both parties should be informed.
- If the situation does not improve, the senior leader should meet with the parent(s) of the child who bullies and agree on clear expectations and boundaries, which would be shared with the pupils involved.
- Any further incidents should lead to intervention (e.g. through outside agencies), additional monitoring, support and punitive sanctions as deemed necessary.
- Any necessary action should be taken until the bullying has stopped.

Pupil Voice

Article 12: I have the right to be listened to and taken seriously.

It is important that children feel that they are listened to when discussing or disclosing any potential incidents of bullying.

Bel Royal staff have a responsibility to:

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you

- Follow our procedures for reporting concerns

We spoke to our Rights Respecting Steering group about Counter Bullying, this is what they told us:

What would you advise a child who was being bullied to do?

'Tell the teacher, you won't get into trouble.'

'Seek advice from someone you trust, this could be your friends, your parents or an adult in school.'

'There are posters in school that tell you who you can talk to if you are hurt or worried.'

'If someone is bullying you, don't try and fight back, you could just make it worse and there could be a fight – tell an adult.'

How do you think adults at Bel Royal school should respond to bullying?

'They could talk to the person that's doing the bullying and ask them to stop. If it carries on the adults could talk to their parents.'

'Adults could talk to all children about how to help each other and stand up for each other if someone is being bullied.'

'The adults could teach us about bullying in things like assembly.'

How do adults at Bel Royal help to keep you safe and counter bullying?

'We are included, and we have a voice.'

'We are taught about our right to be safe.'

'Adults listen to us and take us seriously, if we talk to them about bullying.'

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