



Haute Vallée School

Pride in all we do

Pride . Ambition . Respect . Teamwork

www.hautevallee.sch.je

[@HauteVallee](https://twitter.com/HauteVallee)

[HauteValleeSchool](https://www.facebook.com/HauteValleeSchool)

01534 736524

Anti Bullying Policy

Updated: September 2017

Review: July 2018

Headteacher Mr D Roworth B.A. (Hons) NPQH, **Deputy Headteacher** Mr C Garton B.A.Ed. NPQH

Haute Vallée School, La Grande Route du Mont à l'Abbé, St Helier, Jersey, JE2 3HA

Tel: 01534 736524 **website:** hautevallee.sch.je **email:** enquiries@hv.sch.je [@hautevallee](https://twitter.com/hautevallee) [HauteValleeSchool](https://www.facebook.com/HauteValleeSchool)

Aim:

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without the fear of being bullied and that staff are free from fear of bullying by pupils. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

Definition:

Bullying occurs when a person or group of people, over a period of time, by word, action or gesture, deliberately deny the dignity of another individual or group i.e.

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- Different, alone, unimportant and/or unvalued
- Unable to see a happy and exciting future for yourself

What does bullying look like, feel like, sound like?

Bullying is any behaviour by an individual or group that:

- Is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it.
- Happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident
- Involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves.

It can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive/personal remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. e-mails, picture/video clip bullying, Instant Messaging (IM)
- Indirect, e.g. graffiti, defacing of property, display of pornographic, class, disability, homophobic, racist or sexist material.

Who bullies:

Anyone has the capacity to bully. There are no completely reliable predisposition diagnoses. However, those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work in schools.

Who is bullied:

Anyone can be bullied – young person, parent/carer, staff member or volunteer. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour.

Frequently the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as class, disability, homophobic, racist, religious or sexist. People can be assigned or be a member of more than one group.

Identifying and reporting concern about bullying

All concerns about bullying will be taken seriously and investigated thoroughly. Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absence or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. All school staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Pupils who are bullying others also need support to help them understand and change their behaviour.

Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All pupils will be encouraged to report bullying by:

- Talking to a member of staff of their choice
- Completing a 'bullying concern' form and placing it in the student concern box at reception
- The "concern" forms will be passed on to HOYs who will address individual situations
- Contacting local and national support agencies for advice/support.

A member of staff, who believes that he or she is being bullied or harassed, will be encouraged to report it to a colleague of their choice.

Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with the bully or their families can lead to problems escalating.

Responding to reports about bullying

School

The school will take the following steps when dealing with concerns about bullying:

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it.
- A clear account of the concern will be recorded and given to the Head of Year.
- The Head of Year will interview everyone involved and keep a detailed record. This will be held in line with the school's data protection policy/practice.
- Form tutors will be kept informed and if it persists the form tutor will advise the appropriate subject staff.
- Parents and other relevant adults will be kept informed.
- Where bullying occurs outside school, any other relevant schools or agencies will be informed and advice/support obtained.
- Punitive measures will be used as appropriate and in consultation with all parties involved.
- School currently adopts a practice of Restorative Justice. Wherever possible, this will be our main focus in resolving bullying occurrences. We will endeavour to train as many staff as possible in this area.

Students and Staff

Staff who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Providing reassurance that the bullying will be addressed
- Offering continuous support
- Restoring self-esteem and confidence

- The use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate.
- Help and advice on how to remove online material.
- Log all instances of bullying on SIMS

Students who have been bullied will be supported by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrongdoing and need to change
- Informing parents to help change the attitude of the pupil
- The use of special interventions and/or referrals to other agencies where appropriate
- Restorative Practice

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Detention
- Exclusion from certain areas of the school premises
- Confiscation of mobile phones, in line with our Acceptable use (internet safety) policy
- Internal suspension
- Minor external exclusion
- Major external exclusion
- Group or 1 to 1 work to explain the negative effects of bullying to the perpetrators and their cohort
- Police involvement

Parents

- Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.
- Where a pupil is involved in bullying others outside school, ie. In the street or through the use of internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example, restricting/monitoring their use of the internet or mobile phone.
- Referral of the family to external support agencies will be made where appropriate.

Preventative measures

The school will:

- Raise awareness of the nature of bullying through inclusion in PSHE, tutorial time, assemblies, subject areas and informal discussion, as appropriate, in an attempt to eradicate such behaviour.
- Give care and support to create and maintain a safe learning environment where all pupils feel safe, secure and valued and know they will be listened to and taken seriously in line with the school ethos.
- Participate in local and national initiatives such as Anti-bullying Week.
- Seek to develop links with the wider community that will support inclusive, anti-bullying education.

Anti Bullying Report Form

Name: _____

Form: _____

Age: _____

How can we contact you? Please let us know your contact detail.

Phone _____

Email _____

Other _____

When did it happen?	Before School	Date:	
	During School	Time:	
	After School		
	Unsure		
Where did it happen?	In the school building	Specific room:	
	On the school playground		
	On the school bus		
	Online		
	At a school Event		
	Other	Please specify:	
	Unsure		

Describe what happened/what is happening:

Who was committing the bullying (if you don't know the bully's name(s) describe him/her)?

Who was the victim of the bullying (if you don't know his/her name, describe him/her)?

Did anyone else witness the bullying (if yes, please list)?

Please describe below:

	Yes	
	No	
	Unsure	

Were you or others physically hurt (please explain)?

<input type="checkbox"/>	Yes	
<input type="checkbox"/>	No	
<input type="checkbox"/>	Unsure	

Was there damage to anyone's personal property?

<input type="checkbox"/>	Yes	
<input type="checkbox"/>	No	
<input type="checkbox"/>	Unsure	

Have you or the victim missed any school or made any changes to your daily routine as a result of the incident?

<input type="checkbox"/>	Yes	
<input type="checkbox"/>	No	
<input type="checkbox"/>	Unsure	

Have you told anyone about the bullying?

<input type="checkbox"/>	Parent	<input type="checkbox"/>	Teacher
<input type="checkbox"/>	Babysitter	<input type="checkbox"/>	Other school staff
<input type="checkbox"/>	Brother/sister	<input type="checkbox"/>	Other
<input type="checkbox"/>	Other family member:	<input type="checkbox"/>	

Have you previously filed a bullying report (this information is used to determine if retaliation is occurring)?

<input type="checkbox"/>	Yes	
<input type="checkbox"/>	No	