



Anti-Bullying Procedures Guidance for Schools and Services

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1.0 Introduction

This guidance has been created in consultation with learners, teaching staff in Guernsey and Educate & Celebrate to support schools and services in creating their own anti-bullying procedures. These procedures should support the vision of joyous learning, allowing students to be Successful learners, Confident individuals, Responsible citizens and Effective Contributors

Every child has a right to:

- Receive respect from others and give respect to everyone
- Speak and be listened to
- Have the freedom to choose
- Be safe and secure

Schools and Services should aim to:

- Develop an ethos in which bullying is unacceptable
- Put in place systems of identification and support to deal with bullying issues
- Create a safe and secure environment where all can learn without anxiety
- Respond quickly and consistently to any bullying incidents
- Make all those connected with them aware of their zero tolerance of bullying
- Make clear each person's responsibility with regard to the eradication of bullying

Staff, parents/carers, schools, colleges and services should work together to nurture an ethos and follow practice where conflict can be resolved constructively so that everyone can feel secure and happy within the environment. Bullying will not be tolerated. It is everyone's responsibility to prevent occurrences of bullying and to play their part in dealing with incidents quickly and effectively.

2.0 Definition of Bullying

Bullying can be described as any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects an abuse of power.

The three main types of bullying are:

- Physical
This includes hitting, kicking, scratching and the taking or deliberate damaging of property.
- Verbal
This includes name calling, insulting or discriminatory remarks (racist, sexist, homophobic, biphobic, transphobic, ageist, or ableist), teasing, threats and extortion or sending nasty notes, text messages, emails etc.
- Indirect

This includes ostracising or the spreading of nasty stories about someone and social exclusion of an individual.

Racist, sexist, homophobic, biphobic, transphobic, ageist, or ableist harassment involves the same kind of behaviour directed against someone because of their culture or identity, their gender, sexual orientation, gender identity, age, or disability. This can also be directed towards someone because of their association with someone with these characteristics: for example, where a student has gay parents, or a sibling with a disability.

3.0 Identifying bullying

Bullying can be difficult to identify because it is often subtle, covert and rarely witnessed by adults. However, some of the warning signs can include:

Individual signs

Unexplained changes in behavior or appearance including:

- Torn clothing and damaged books
- Sudden mood swings
- Loss of belongings
- Requests to be accompanied to and from school
- Bedwetting
- Nail biting
- Nervous tics
- Sleep walking
- Flinching
- Underachievement
- School refusal
- Temper flare ups
- Physical marks
- Avoidance of certain days
- Psychosomatic illness

Whole school signs

- Graffiti
- Frequent name calling
- Poor attendance
- Pupils appearing to be afraid
- Social exclusion
- Pupils being alone at break times
- Pupils not willing to approach adults

4.0 Strategies for dealing with bullying

Five key principles can be used to support school procedures for dealing with bullying.

These are:

- Never ignore suspected bullying
- Don't make assumptions
- Listen carefully to all accounts
- Adopt a problem solving approach
- Follow up shortly after the intervention and sometime after to check the bullying hasn't resumed

Schools and Services can play a proactive approach in promoting anti-bullying for example holding events to coincide with the UK National Anti-Bullying Week, inviting visitors who might offer support to victims of bullying, e.g. Childline, NSPCC to lead assemblies. Schools may also wish to work towards being an Educate & Celebrate best practice award school for LGBT+Inclusion, which supports anti-bullying work.

If, on any occasion, bullying is suspected of taking place the following procedures are recommended

- Discuss the incident with the alleged victim and accused bully/ies
- Consider referring the interaction for Peer Mediation

If Peer Mediation is not appropriate:

- Obtain witnesses if possible
- Advise the Senior Leadership Team
- Interview the alleged bully/ies to investigate
- If allegations are substantiated implement sanctions appropriate to the incident
- Refer the victim for counselling if appropriate
- Inform the Head Teacher/Deputy Head Teacher
- Inform the parents of the victim and the bully of the details

5.0 Working with parents/carers

Working in partnership with parents is important and staff should understand the value in meeting and communicating with parents or carers regularly to discuss any concerns.

Parents or carers will normally make contact with the class teacher initially whenever they have concerns who may decide to involve colleagues in any discussions depending on the nature of the concerns, e.g. Pastoral Leader or Learning Mentor for behaviour incidents, SENCO for SEN.

When responding to parents or carers, it is important to listen to and write down concerns raised. In order to prevent a misunderstanding, staff are encouraged to read back any concerns as they understand them. Parents and carers should be reassured and it should be explained that an investigation will take place. Under no circumstances should a parent or carer be informed of an outcome prior to the member of staff investigating the incident(s).

6.0 Roles and responsibilities

Staff

It is the collective responsibility of all staff members including lunchtime supervisors, support staff, learning support assistants and teaching staff to:

- Report any concerns about bullying incidents which could affect the health or wellbeing of anyone in the school to a member of the senior leadership team
- Encourage and promote anti-bullying directly and indirectly
- Listen to any child or parent/carer that has any concerns including those related to bullying incidents
- Follow their school or service's procedures when dealing with any suspected incidents of bullying

Senior Leadership Team

It is the responsibility of the Senior Leadership Team to:

- Ensure that the anti-bullying procedures are implemented and shared with all stakeholders
- Promote anti-bullying in various ways, e.g. through timetabled assemblies, through conversations with children and through display work
- Report to the States of Guernsey Education Services, as necessary, on any bullying issues
- Liaise with the States of Guernsey Education Services, as necessary, if a period of fixed term or permanent exclusion is required
- Support staff in dealing with bullying incidents and meet with parents as necessary to support the actions of staff members
- Keep accurate records of all bullying incidents

Parents/Carers

The parents/carers will:

- Raise any concerns that they may have with their child's class teacher, tutor or head of year
- Support the actions of the school when carrying out investigations/dealing with any incidents

- Promote the anti-bullying work that the school does by sharing in conversations about this at home

Children

The children will:

- Treat others with courtesy and respect at all times
- Not bully another person in any way
- Respect the differences between themselves and others
- Engage in the mediation process where appropriate
- Talk to an adult immediately if they are worried about bullying

7.0 Monitoring and review

Anti-bullying procedures should be reviewed on an annual basis through consultation with all stakeholders and through the continued monitoring of their effectiveness.