VICTORIA COLLEGE
EST 1852

Policy	**Counter-Bullying**		
Reviewer	Mr Anthony Griffin, Assistant Head Pastoral		
Reviewed **Changes**	Autumn Term 2021	**Next review**	Autumn Term 2022

Relevant SoJ Education documentation: Bullying Policy

Victoria College is committed to the importance of safeguarding children as outlined by Children, Young People, Education and Skills (CYPES)

"CYPES is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment"

www.gov.je

DEFINITION

It can be difficult to appropriately categorise bullying behaviours. Consequently, we adopt the definition of the ***Anti-Bullying Alliance*** also supported by CYPES, which states that:

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. Bullying therefore can be classed as any behaviour that is:

- Emotional and physically harmful
- Carried out by an individual or a group
- Deliberate and wilful with a premeditated intent to harm
- Occurs more than once
- Involves a sustained imbalance of power, leaving the person being bullied feeling threatened and vulnerable.

The above definition is outlined in the CYPES Counter Bullying Policy which should also be used in conjunction with the: **"Counter Bullying: Guidelines for Jersey Settings" which is a non-statutory document, offering examples of suitable programmes and approaches.**

Please note that significant parts of the CYPES "Counter Bullying Policy" and the "Counter Bullying Guidelines for Jersey Settings" have shaped and been integrated into this policy.

CYPEs policies can be located on **www.gov.je**

THE PRINCIPLES

We seek to create a culture at Victoria College where bullying is not accepted by any member of the College community. As an organisation which is serious about child protection, we will also be serious about preventing and tackling bullying, as it can threaten both the mental health and educational progress of students. We wish to provide a safe environment, free from physical threats, verbal taunts and any form of harassment.

Our aim is to promote positive relationships and to develop a culture in which individuals are listened to and their concerns taken seriously. We are a school that promotes respectful relationships across the school community and a school that is welcoming of difference and diversity and is based on inclusivity. Our key values are: **Respectfulness, Resourcefulness, Resilience and being Aspirational**

Our community is also based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other.

Parents/guardians have an important role in supporting Victoria College in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions. This policy is available to parents of pupils and prospective pupils upon request from the school office or website.

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable. This policy applies to all pupils in the school. We believe that all pupils and parents/carers have the right to be protected from bullying and abusive behaviour.

School Actions

We will work to prevent and eliminate any form of bullying by:

- Promoting good behaviour and positive relationships based on mutual respect;
- Making pupils fully aware of the College Counter Bullying Policy and having clear expectations
- Ensuring students understand that if they have been bullied, or have witnessed bullying, they should tell a member of staff, their parents or any helpful adult or friend (strict confidentiality is maintained for those who are witnesses);
- Using the curriculum, tutorial time and the PHSE Programme to raise awareness of issues relating to bullying. Which encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment

- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils
- Informing parents, by various means, of the College's Counter Bullying policy and encouraging them to support it
- Providing help and ongoing support to any student who has experienced bullying
- Ensuring that the perpetrator, and his parents, are fully aware of the unacceptable nature of the behaviour and the consequences of any repetition;
- Giving support to those involved in bullying to enable them to change their behaviour
- Imposing sanctions, as and when necessary
- Seeking the support of outside professional agencies as appropriate
- Familiarising all staff at Victoria College with the Counter Bullying Policy and ensuring that it is applied consistently and fairly.
- Staff will act as positive role models for students.

Background

Bullying is nothing new to society. All schools will experience bullying in one form or another. Research shows that schools who have a proactive and overt approach to counter bullying have consistently lower levels being reported. The first step in reducing bullying in any school is to acknowledge that it is going on and that it is everyone's responsibility to try to reduce it. This policy aims to outline effective approaches in countering bullying in school.

Bullying is a premeditated act of targeted aggression towards an individual. The act is also facilitated by opportunism, often coming across the victim in corridors, in the lunch hall or transition between lessons. In 2016 an island–wide survey was completed that asked over 1300 pupils and over 500 teachers about their experiences of bullying in schools. One of those questions was to ask those participants if they had been bullied and where it occurred. The responses showed very clearly that the majority of bullying pupils experienced was within the school building. Although some was also reported in school grounds, on the internet and on the way to and from school, the vast majority of respondents stated inside the building itself. At Victoria College we encourage staff to be vigilant for any such incidents and to report them as soon as possible.

Tackling bullying in school is not limited to one week in November during anti-bullying week it forms part of the ethos of the school. We endeavour to regularly reinforce counter bullying practices. We aim to seek every opportunity to talk about reducing bullying; explore ways of looking after each other emotionally and socially and being kind and respectful to each other. We endeavour to be proactive in dealing with bullying by supporting the victims and actively engage in helping those children who bully others to find better ways of addressing some of their problems in a more acceptable way. By challenging how pupils perceive bullying in school those children who choose to bully will feel less of a need to target others either in or outside of school.

Creating a culture of counter-bullying

It is the responsibility of every member of the school community, regardless of role, status or age to facilitate a culture of non-aggression and emotional support in school. Levels of bullying are greatly influenced by cultural norms and expectations as well as relationship modelling between individuals and groups of all ages. Indirect bullying is fostered by apathy and inaction and is recognised and one of the most prevalent forms of bullying in any community. At Victoria College we endeavour to ensure that everyone on site shows

equal measures of support and challenge to those who bully others. Although Anti-bullying week is an opportunity to focus some specific work around bullying in school, creating and maintaining a counter-bullying culture in school should be a priority in school all year round. Students revisit this topic as a regular theme in assemblies, class discussions, school council support and PSHE lessons throughout the year.

The benefits of reducing bullying in schools

Reducing bullying in school can be beneficial to the whole community in a number of ways. It can help:

- Reduce the psychological distress that young people feel who are either a bully or a victim, or most likely to be both at the same time.
- Support young people who are having difficulties within relationships.
- Young people who are having difficulty managing their emotions (such as anger or anxiety).
- Improve a young person's ability and capacity to study and learn.
- Increase school attendance and improve behaviour.
- Coordinate actions carried out by parents/carers and other outside agencies.

Children who choose to bully others are not limited by any parameter. Bullying occurs across all ages; both male and females bully others (of both sexes); it is neither related to race or cultural background; levels of academic capability or family income. Bullying is represented by every social demographic.

There is a wealth of information to link bullying to times of stress and change, transition for example, as well as social and emotional vulnerability. The vast majority of children who bully are bullied by someone else somewhere in their lives (*Field, 2013; Hazlerr, Carney, Green; Powell& Jolly 1997)*.

The use of labels

Children bully others because of an underlying psychological/emotional need to. Bullying is an anti-social mechanism for dealing with difficulties a person may have. In order to address bullying it is important that we separate the child or young person from their behavioural choices or actions. It is therefore better to start by changing the language we use around bullying incidences and stop referring to individuals who bully as a 'bully'. It is encouraged that the language around individuals should be as 'a child/young person who bullies'. The essential difference here is that we see bullying as a choice they make due to a pervasive lack of other ways of dealing with their difficulties.

All children have difficulties but not all children bully. Research shows that up to 33% of pupils have used bullying techniques to help address one need or another at least once at some point in their life (*Craig,1998; Field, 2013).* It is likely that at that point they did not feel there were any other options to help deal with their problems and it was, for some pupils, an empowering and easy option. It is important then to explore different ways children who bully can better manage these difficulties.

There is a lot of discussion at the moment in research circles to decide whether the label 'victim' is a helpful one (Rigby 2019- see his webpage for more details). The term victim can suggest that it is a statement of disempowerment. It is also possible to see it as an indication that the children who are being bullied are somehow complicit in this victimisation. Alternative suggestions to the use of the label 'victim' include, 'Children who have been

bullied' and 'recipients of bullying' and 'those exposed'. Although it is important to re-categorise bullies as children who bully, current thinking seems to be less emphatic about the label we use for victims. For the purpose of this document the term 'victim' will be used to denote the child who is being bullied.

Direct and Indirect Bullying

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

FORMS OF BULLYING:

Bullying can emerge in many different forms the following represent some examples:

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. Comments could relate to special educational needs and disability and could also relate to deliberate exclusion, malicious gossip and other forms of relational bullying,

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 motived 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 which can be viewed as homophobic or transphobic, name-calling, and graffiti

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 on-line and is often referred to as trolling

Creating a bully-free environment

Society and bullying

It is not possible to eradicate bullying entirely from a school. Creating a bully-free culture is an aspiration we should all aim for. It is possible to stop bullying in school for brief periods but it is not possible to stop it for good. In order to create bully-free environments there needs to be a complex network of sustained interventions on a wide range of levels from the individual person, to initiatives at the whole society level often involving more than just the school. Buvinic, Morrison and Shifter (1999) outlined more than 40 different elements from a society to an individual level that affects and maintains levels of aggression and violence in our community.

From this standpoint the aggression experienced within a community is then brought into a school environment. Schools do not necessarily create bullying in the first place but they can provide adequate opportunities for it to thrive. Although it is not possible to completely eradicate bullying from a school, it is possible to reduce it to very low levels. This will then provide pupils with an oasis of security and safety for the more pervasive aspects of society that instigates bullying in the first place. It will also ensure that the school environment is acting as a barrier to stop any attempts by other children to increase bullying within the culture. After all bullying, for the child who hurts others, is a mechanism they believe, or more accurately have learned to believe, is a tool that works for them in addressing a need in their lives.

Understanding the bullying circle

Bullying is often referred to in literature as, “A spectator sport!” It is true that some of the more insidious types of bullying occurs quietly and away from public view and these can lead to significant harm to the victim, but the vast majority of bullying is usually played out for others to see. Indeed this is one of the things the child who bullies others is motivated by. Status as a school bully and a public show of control and power are all motivators for the individual to continue bullying others. It is important to the child who bullies that the event is recognised and endorsed by their peer group. It is a mechanism for maintaining a sense of control and feelings of power and the associated importance of it within the school community. This therefore means it is essential the pupil who bullies others that the pupil culture within the school recognises the importance of bullying as a badge of honour and social merit. The numbers of pupils needed to actively endorse bullying in school does not need to be high, as the number of Children and Young People (CYP) who sanction the event by non-action and ignoring it provides the necessary balance for bullying to occur.

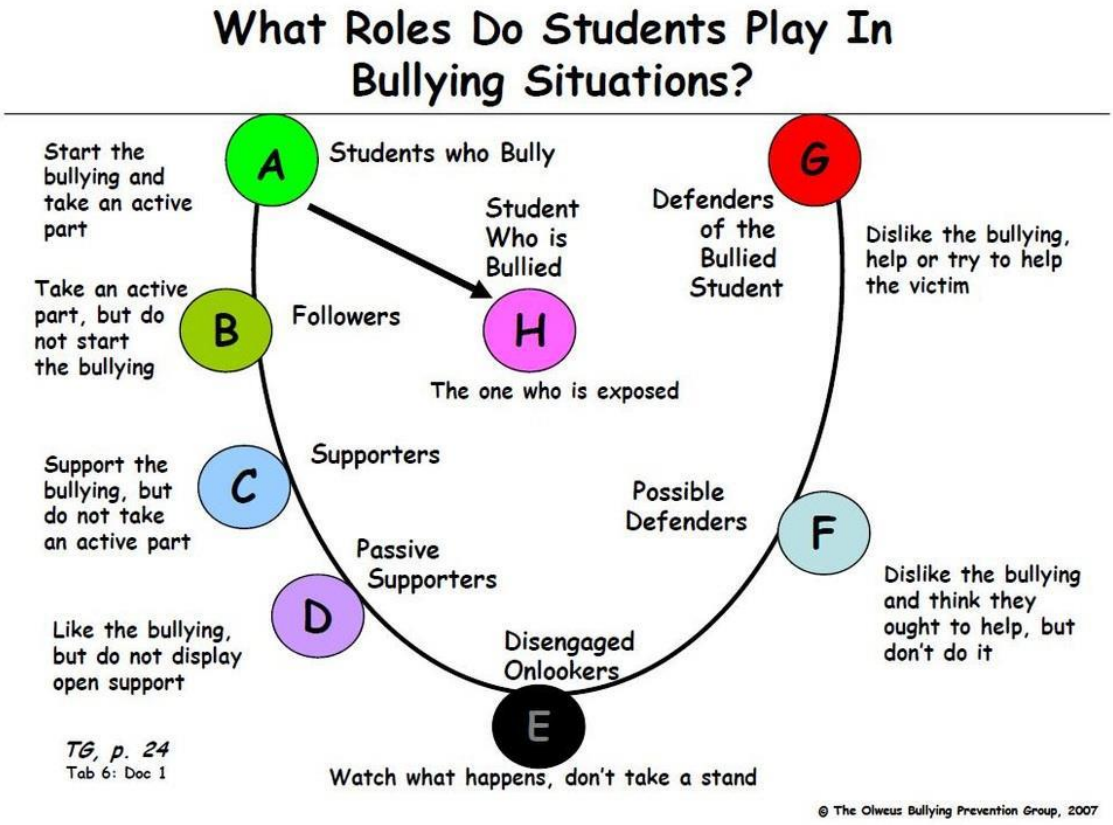
Research shows that when a bullying event occurs CYP will take one of eight roles in the event. It is important to look at this as not only does it provide information to understand bullying in a school, but also a framework which can be used to address it.

The eight roles are:

A. The one who is doing the bullying

B. Active supporters of the bullying, aka Henchmen
C. Supporters
D. Passive supporters
E. Disengaged onlookers
F. Possible defenders
G. Active defenders
H. The victim

See below for diagram which outlines different student roles in bullying



1. **The Bully**

The bully is defined as the person who is actively engaged in the act of hurting or humiliating another person ('H' in the diagram above). In simple physical terms they are the ones who are hitting, kicking or punching the other person. The bully is the one who is making actual physical contact with the victim. However, as it is with psychological bullying being a bully does not mean just hitting someone else. A child who emotionally and/or psychologically bullies others are the ones who are verbally abusing the victim or actively inciting other people to abuse and debase them. The bully is the one who will actively discourage others to avoid any social contact with the victim or threaten other people if they intervene or socialise with the victim.

2. **The Followers**

Followers are more than observers in the act of bullying. These people are the ones who tend to be physically and socially close to the bully. They are part of the bullying social network and act as endorsers in the actions of the bully. Often referred to in research as 'henchmen', these people are the ones who will get involved in the act of bullying either directly by hitting pushing and kicking the victim at the same time as the bully or by name calling and cajoling observers during the act. The followers will also be encouraged to continue the threats and social intimidation even in the absence of the bully. Followers are usually the ones who will encourage active support of the bullying culture by talking about the event or promoting and advertising a future 'incident.'

3**. The Supporters**

The Supporters are the main reason why bullying is so pervasive in schools. They are also the reason why bullying is known as a 'spectator sport'. Although they do not take part in the act of bullying itself, they are likely to know it is happening and actively encourage by watching and laughing appropriately. Supporters tend to be ones who are networking information around school and will actively engage in the Bully's and Followers' demands to socially isolate an individual. The Supporter will take an active role in using social media to comment and endorse the event. In bullying terms they are guilty of 'indirect' bullying.

4. **Passive Supporters**

Passive supporters are those who will likely watch an event if it was happening and add to the numbers who are seen to be endorsing the act of bullying. These individuals differ from the supporters above as they will not actively do anything to encourage the bullying, nor will they actively do anything to stop it either. Although most people do not usually identify themselves as passive supporters, research shows that the majority of people fall within this or the next group of respondents. Once again these people support the notion of it being something to watch and are also guilty of engaging in indirect bullying.

5. **Disengaged Onlooker**

By the description these people will likely notice an event but ignore it. They will either stop to see but will not stay or they will walk away and pretend it is not happening or see it as something they should not get involved with. Although they are not actively engaged in the bullying incident as those above are and therefore cannot be seen as engaged in indirect bullying, their non-actions can add to the school ethos of a sense of helplessness when it comes to dealing with bullying in schools.

6. **Possible Defender**

Those who are seen to dislike and discourage bullying in school are known as defenders (to the victim). Although many people will say that they do not like the bullying in school and are against such actions, not everyone will act if a bullying event happens in front of them. These are known as Possible Defenders. They are likely to do one of two things in these situations. They will leave the scene to find help from an adult or encourage someone else to do something about it. Although these actions are seen as acting against an ethos of aggression and violence, their actions do not stop the bullying event from happening in the first place or when it has started.

7. **Active defender**

These individuals are those who are seen and heard to intervene in a bullying event. They are as vocal and as active as the bully (and their followers) are, but in defence of the victim. Active defenders are the ones who will physical intervene and put themselves in between the bully and the victim, they will actively encourage others to support the victim and will be proactive in seeking support from staff and developing ways in which other children can help and support victims in school.

Creating an ethos of counter bullying – right respecting agenda

Although it would be impossible to accurately map across a whole school where pupils would be on the seven point bully circle, it is known that schools with high bullying cultures tend to have a social focal point that is weighted towards the bully and the trend is away from the active defenders of the victim. At Victoria College we aim to encourage pupils to take a more active approach to dealing with bullying. We place great importance on the ethos of support and safety. We support the rights respecting agenda and have adopted different strategies to support and develop the counter-bullying ethos.

Anti-bullying ambassadors

A key strategy we have embraced is the development of student Anti-bullying ambassadors which is relatively new to Jersey and is supported by the Princess Diana Trust in England. Although this is not a Jersey initiative, the ethos and practices around the role of ambassadors is something that complements the whole school approach to dealing with bullying.

SIGNS OF BULLYING

Changes in behaviour that may indicate that a pupil is being bullied. Examples include:

- Unwillingness to return to school;
- Displays of excessive anxiety, becoming withdrawn or unusually quiet;
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others;
- Books, bags and other belongings suddenly go missing or are damaged;
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary);
- Diminished levels of self-confidence;
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches etc.;
- Unexplained cuts and bruises;
- Frequent absence, erratic attendance, late arrival to class;
- Choosing the company of adults;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping, experiencing nightmares etc.
- Talking of suicide or running away.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying will be investigated by staff. The Form Tutor and relevant Housemaster will engage with parents of the victim as part of the investigation to ascertain all symptoms. All such incidents will also be reported to the Inclusion Co-ordinator who acts as the school lead on counter bullying at Victoria College.

Dealing with a bullying event

There is no one definitive way of managing a bullying event. Many of the decisions needing to be made are often situational and driven by context. To this end the following pages are offered as guidelines only and do not constitute a mandatory approach to how you can manage bullying in your school.

Identifying a bullying event

Identifying a bullying event is not easy. Not all thumps, kicks and name calling is bullying. There are times when a Child or Young person (CYP) will engage in this behaviour as a stressful reaction to something. This may likely be a one off-situation or a reaction to provocation. Although it can be dealt with appropriately and according to the school's behaviour systems, it should not be referred to as a 'bullying event.' In order to classify it as bullying, the criteria in the previous section needs be examined. As a starting point there are 4 key event indicators that can determine if bullying has taken place. Please note these are broad indicators and further investigation is needed. Given that professional researchers in this area are still trying to agree of what bullying is as against other anti-social acts, the following descriptions are what the research community in UK seems to be focussing upon at this time.

Key indicators are that the event:

- - Happened between the same individuals more than once over a short space of time.
- - May happen in the same place
- - May happen at the same time of day
- - May involve the same action(s) i.e. hitting, name calling etc.
- It is likely that the bullying event will be brought to your attention in one of three ways.
  1. That the member of staff witnesses the event themselves.
  2. The event is communicated to staff by the pupils.
  3. School is made aware by contact from parents/carers/carers of the victim and from outside agencies.

- Each of these sources will need a consistent support plan. Below are guidelines as to how these can be managed.

Witnessed by a member of staff

All members of staff regardless of role and status in school have a duty of care to keep pupils safe in school to the best of their capabilities. This means that if they witness a bullying event they need to take immediate action to stop the bullying.

The first action can be to send a pupil nearby to inform another member of staff (closest) to help. With regard to the decision to actively intervene in the bullying event there are clear health and safety issues that should be adhered to and can be found in the schools *Safeguarding Policy.* It is important that the adult only intervenes if it is safe to do so, but some action is needed to address the bullying in front of them. Walking away or leaving it to another member of staff is not an option and all staff need to be trained in managing a bullying event.

The following guidelines therefore are taken after an assessment that it is safe to do so by the adult in the situation. If the situation is not safe for the adult to intervene then they can remain on site of the event and dissipate the activity and onlookers (if there are any) as much as they can. Physical intervention should only be made as a very last resort and in the imminent risk of a child present being seriously hurt. Safer handling guidelines (e.g. Maybo) should be adhered to at all times.

If it is safe to do so, the adult should aim to calm the situation down by separating the victim from the child who is instigating the bullying. It is likely that the child who is bullying will have some pupils encouraging and supporting the bullying around them, and the priority is to move the victim from the situation as quickly as possible. Do not leave the victim alone at any time during the intervention. If there is another member of staff present, one member should consider removing the victim and the other should aim to establish (if it is not obvious) who instigated the bullying event.

If it is obvious good practice suggests that the child believed to be bullying the other is escorted to a different place of safety (but not where the victim is) to calm down. That person will be informed that they will be talked to later. If there is no obvious and apparent instigator, inform the group that some of them will be interviewed later. If an aggressor has been identified consider taking them to the most senior member of staff in charge of dealing with bullying behaviours in school and the victim to another member of the SLT.

Pupils reporting the event

It is believed that two-thirds of all victims never report the bullying event. This may be for a number of reasons such as coercion by the bully or by the bully's friend. Other reasons often include shame, guilt and feelings of low self-esteem. It is essential that the school builds and develops a culture of pupil respect and support where CYP feel safe in school to discuss such events and know that they will be supported following the disclosure. Pupils should be encouraged at all times to report a bullying event whether it is them who is the victim or someone they know. All bullying events will be managed by the Inclusion Co-ordinator who has wide experience of supporting vulnerable students. All reports from pupils about a bullying event must be taken seriously. It is possible that after a thorough investigation of the event it is deemed to be an act of antisocial behaviour but not classed as bullying. In this event the CYP needs to be informed of the information gathered and the conclusions made and also what actions the school will take to address the issue.

- It is important to be aware that a child who is genuinely being bullied may refer to several other anti-social incidences that are not deemed to be bullying as a way of

exploring if the bullying disclosure will be handled safely before they reveal the events that are bullying in nature.

- For some CYP, frequent references to other incidences are a 'rehearsal'. The disclosures however may be a sign of other emotional difficulties such as low self-esteem, anxiety or as a stress response to changes in their lives. This is why, regardless of the number of times disclosures have been made, some support work for the individual should be considered.

Adults outside school reporting the event

- As with pupil disclosures, all reports of bullying from adults outside of school must be taken seriously and explored thoroughly. It is essential that the adults making the disclosure are reassured that the situation will be properly investigated and given feedback at the end.
- Research shows that adults outside of school perceive the school's management of a bullying event has a large impact on the prevalence and intensity of bullying within (Sullivan, Cleary and Sullivan 2004). Their ecological model of bullying demonstrates that the local community view of the school is a significant factor in pupil confidence of school addressing bullying once it has occurred.
- It is essential then that the school communicates serious intent to follow up the information given by adults and feedback is given in a timely manner to close down the query brought by the adults.
- Some parents may use the bullying agenda to redress some other issue they have with school and, as with the CYP, it is important that the school shares with the adults a thorough exploration of the event and conclusions made from those investigations.

Refer to Appendix One and Two for further guidance

Confidentiality and information sharing

- During the investigation of the event it is essential that as much detail and accurate information is collected and where possible cross-referenced to establish as much corroborated details of the events around the bullying incident. It is therefore essential that information is written down. This will inevitably mean that names of CYP will be important and recorded. If names are recorded it should be for school purposes only.

- At all times during the discussion both names should be used to avoid confusion. When talking to the pupils involved make sure they use both names as well and encourage them to refer to this whenever they can. However it is important that the conclusions need to be communicated back to the parents/carers/carer of the pupils involved.

- It is important that during this feedback, other children's names are withheld. Although it is very likely that the CYP will have informed the parents/carers themselves but school should not disclose other children's names to parents/carers other than their own child's name.

Exploring an allegation of bullying

The Inclusion Co-ordinator Mrs Watkins is the named person whose responsibility it is to deal with bullying situations in school. Although there will be one named individual the school has a range of staff who can lead on a bullying incident such as the Housemasters and Mr Griffin Assistant Head Pastoral.

There are two main reasons for this. Firstly it is important to ensure that following an act of bullying being identified and stopped in school, both the child who has bullied another, as well as the victim of the bullying may need to be managed and supported immediately afterwards. This will mean keeping them separated whilst the investigation is being completed. If the event being reported is historical, then it is possible for one person to complete the following pathway.

The second reason for having more having more people to lead on a bullying incident is one of logistics, namely that there is someone in school to manage the situation if other colleagues are absent from school. Victoria College will also provide ongoing support for staff who manage these situations.

THE PROCEDURES

When bullying is reported it will be taken seriously.

- Staff will work with the young person who is being bullied to help them feel safe and find responses to bullying that work.
- Staff 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 call on support from outside agencies (e.g. Educational Psychology, CAMHS, Youth Action Team etc.) in supporting pupils who are experiencing bullying or who are bullying.
- Temporarily excluding pupils from school is a last resort. If particularly serious victimisation, abuse, intimidation, or physical bullying against any other person belonging to the school community is reported, those pupils who carried out the bullying may have to be suspended from school activities while it is investigated and solutions are sought. It is important that staff be alert to early signs of distress in students. If a member of staff witnesses a bullying incident, in any form, or is approached by a student about bullying, the member of staff must investigate the incident as soon as possible, according to the agreed procedures, which are as follows:

    - Minor cases of verbal or physical unpleasantness must be dealt with on the spot by the teacher concerned. Students shall be reminded of the standards of behaviour expected.
    - Where an incident gives greater cause for concern, teaching or support staff, who witness or are told of bullying, shall record the incident and names of those involved. The record of bullying must be passed to the Tutor or Tutors of the boys involved.
    - The Tutors and / or Housemaster shall investigate the incident and see the boys involved. All staff shall be made aware of the Peer Support Approach to dealing with bullying which has been found to be particularly effective.

- The Assistant Head – Pastoral and Inclusion Co-ordinator must be kept informed of any instances of bullying.
- Bullying which has been recurrent or persistent must be discussed by the Housemaster with the Assistant Head – Pastoral and the Headteacher.
- A variety of school sanctions can be applied depending upon the circumstances. Where sanctions are applied the following are to be considered in ascending order.

- Lunchtime detention with parental contact being made.
- Friday School detention.
- Book Saturday detention.
- Temporary exclusion.
- Permanent exclusion applied in only the most serious cases where there had been repeated cases of bullying.

Please refer to the school behaviour policy on the website for further details.

Other strategies may well also be applied with Peer Mentors being allocated to the victims of bullying. Furthermore, circle meetings maybe held with the victims of bullying and the alleged bullies. If appropriate, parental meetings with the relevant staff will also be organised.

Further Guidance on reporting / dealing with reported bullying incidents:

If an incident of bullying is reported, the following procedures shall be adopted:

- The member of staff to whom it was reported, or who first discovers the situation, shall control the situation, reassure and support the pupils involved.
- He/she shall inform an appropriate member of the pastoral team as soon as possible.
- The member of staff shall calmly explain the range of disciplinary measures that are potentially involved.
- The victim must be interviewed separately from the alleged perpetrator and asked to write an account of events.
- The alleged bully, together with all others who were involved, must also be interviewed individually and asked to write an immediate account of events.
- It must be made clear to the victim why revenge would not be appropriate. He must be offered support to develop a strategy to help himself.
- The perpetrator of bullying will be offered guidance on modifying his behaviour, and if appropriate disciplinary sanctions may be applied as set out in the school's Behaviour Policy. It shall be made clear why his behaviour was inappropriate and caused distress.
- The Housemaster and tutor shall liaise with the Inclusion Co-ordinator and Assistant Head Pastoral'
- A brief entry shall be made on the student's events on Sims and more detailed records should be kept by the Housemaster and Inclusion Co-ordinator. The Housemaster and Inclusion Co-ordiantor shall also forward any records to the Assistant Head Pastoral after the incident has been dealt with.
- The Headteacher must be informed of all bullying incidents by the Assistant Head Pastoral and will be directly involved in very serious incidents.

- In the vast majority of cases, parents of the students directly involved in a bullying incident will be informed of the events and action taken. The parents/guardians of all parties may also be invited into school to discuss the matter and their support should be sought.
- A way forward, including disciplinary sanctions and counselling, should be agreed with the parents.
- This way forward should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures, in accordance with the school's Behaviour Management Policy.
- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- In very serious cases, and only after the Head has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Victoria College to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.
- The School may exclude a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level.
- A log of bullying events shall be kept by the Assistant Head Pastoral to help track and monitor bullying events.
- Weekly summaries of behaviour / pastoral events from Sims must also be circulated to Housemasters who shall then forward the information to tutors who shall help with the tracking and monitoring of bullying incidents.

OTHER PREVENTATIVE MEASURES

We take the following preventative measures in place in order to reduce bullying within Victoria College:

- All new pupils (including our youngest pupils) are briefed thoroughly on the School's expected standards of behaviour. They are told advised what action to take if they encounter bullying.
- All new members of staff are given guidance on the school's counter-bullying policy and in how to react to allegations of bullying in their first week at Victoria College.
- New staff are required to read the School's counter bullying policy as part of their induction.
- We use appropriate assemblies to explain the school policy on bullying. Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- Other lessons, particularly RS, English and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our pupils are encouraged to tell a member of staff if they know that bullying is taking place
- All reported incidents are recorded and investigated immediately. We always monitor reported incidents. Records of any incidents are kept securely in the pastoral office in

order that patterns of behaviour can be identified and monitored. Information relating to bullying incidents is restricted.

- We have a strong and experienced pastoral team of Tutors, Housemasters, Well Being Co-ordinator and Inclusion Co-ordinator who support the Assistant Head – Pastoral, in handling any incidents as an immediate priority, and are alert to possible signs of bullying.
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies. Inset sessions are held regularly using outside experts.
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour. School Prefects are also utilised for this purpose.
- We encourage close contact between the form tutors and parents/guardians and would always make contact if we were worried about a pupil's well-being.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

In order to build a positive school culture and climate, we have taken the following steps:

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
- Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.

- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

ONLINE BULLYING - PREVENTATIVE MEASURES

In addition to the preventative measures described above, Victoria College expects all pupils to adhere to its E-Safety policy for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use. Example preventative measures:

- Sanctions maybe imposed for the misuse, or attempted misuse of the internet. Please refer to the school Behaviour policy and E-Safety policy
- All pupils are offered guidance on the safe use of social networking sites and cyber bullying in PSHE lessons which covers blocking, removing contacts from 'buddy lists' and sharing personal data.
- Guidance is also provided on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Mobile phones can only be used in lessons with the express permission of the class teacher and if they are used outside of lessons to bully a student then school sanctions will be applied in line with the school behaviour policy.

5. Support for pupils

The whole school approach to countering bullying means that all pupils involved in a bullying situation should be supported. This includes both the child who has been bullied and the pupil who is doing the bullying. In order to help them stop bullying others, the pupil is likely to need help and support in addressing some underlying issues that create the need to bully in the first place. They will also need to explore alternative ways of managing their emotional and social difficulties. Research shows that it in order to effectively address bullying it is necessary to plan for both the victim and the child who bullied to receive support, but this can be done separately in the first instance
Supporting the victim

There are different ways of supporting the child who is a victim of bullying and consideration about which school resources will need to be explored with the child if they are able. However there are some general guidelines that should be adhered to and will be outlined below.

1. Listen and focus on the child. Learn what’s been going on and show you want to help.

2. Assure the child that bullying is not their fault.

3. Know that children who are bullied may struggle with talking about it**.** Consider referring them to a school counsellor or well-being service.

4. Give advice about what to do**.** This may involve role-playing and thinking through how the child might react if the bullying occurs again. Advice is usually around avoiding places where the bullying occurs if they can and try not to be alone in these situations if need to be in those places. If neither is possible then to ensure if they can that someone is aware of this and can check on the person later to see if things were okay.

5. Work together to resolve the situation and protect the bullied child**.** The child, parents, and school or organization may all have valuable input. It may help to:

- Ask the child being bullied what can be done to make him or her feel safe. Remember that changes to routines need to be minimized. He or she is not at fault and should not be singled out. For example, consider rearranging classroom or bus seating plans for everyone. If bigger moves are necessary, such as switching classrooms or bus routes, the child who is bullied should not be forced to change.

- Develop a game plan. Maintain open communication between pupils, staff, and parents. Discuss the steps that are taken and the limitations around what can be done based on the school policies. Remember, that you should avoid discussing how the bully will be disciplined. This is not helpful as it fosters a culture of retribution. Assure the child that the child who is bullying will be supported to stop.

6. Be persistent**.** Bullying may not end overnight. Commit to making it stop and consistently support both the bullied child and the child doing the bullying.

Avoid these mistakes:

 Never tell the child to ignore the bullying.

 Do not blame the child for being bullied. Even if he or she provoked the bully, no one deserves to be bullied.

 Do not tell the child to physically fight back against the pupil who is bullying. It could get the child hurt, suspended, or removed from school.

 Parents should be encouraged to resist the urge to contact the other parents involved. It may make matters worse. School or other officials can act as mediators between parents.

Follow-up. Show a commitment to making bullying stop. Because bullying is a behaviour pattern that is often repeated, it takes consistent effort to ensure that it stops.

Supporting children who bully others

This is an area that some people involved in dealing with bullying incidences may find hardest to endorse and support. This is probably born out of the notion of retribution and punishment. Research is clear on this matter than with regards to bullying, **punishing the bully reinforces a negative cycle and does not take away the need of the child who bullies to bully in the first place and in some cases creates a greater need to bully.** The ethos for dealing with children who bully needs to focus on consequence and support.

It's clear that there needs to be a consequence for the pupil following an incidence which should be moderate in response and follow the behaviour policy in school. What is important in this new approach is that one **mandatory consequence** is that the child who has been bullying is given emotional and behavioural support to help address the underlying emotional need that feeds the need to bully in the first place. Support around this can be provided for by School Based Counsellors, well-being workers and emotional support systems in school. An extended list of resources and approaches can be found at the end of this document.

It is important to show pupils that bullying is taken seriously. Calmly tell the child that bullying will not be tolerated. Model respectful behaviour when addressing the problem. It is very likely that some pupils doing the bullying will resist any attempt to support and address their needs.

Work with the child to understand some of the reasons he or she has bullied others**.** For example:

 Sometimes children bully to fit in. These pupils can benefit from participating in positive activities. Involvement in sports and other social clubs can enable them to take leadership roles and make friends without feeling the need to bully.

 Other times pupils act out because something else—issues at home, abuse, stress—is going on in their lives. They also may have been bullied themselves. These pupils may be in need of additional support, such as school counsellors, wellbeing workers and, if acute enough, mental health services.

The use of consequences to teach.

Consequences that involve learning or building empathy can help prevent future bullying. School staff need to consider the guidelines in their student code of conduct and other policies in developing consequences and assigning discipline. For example, the child who bullied can:

 Lead a discussion about how to be a good friend.

 Write a story about the effects of bullying or benefits of teamwork.

 Role-play a scenario or make a presentation about the importance of respecting others, the negative effects of gossip, or how to cooperate.

 Do a project about civil rights and bullying.

 Read a book about bullying.

 Make posters for the school about cyberbullying and being smart online.

Take the long term view

Children who bully need to be taught about the long-term consequences of bullying and the effects on their mental health. Research shows that children who persistently engage in bullying behaviours are in the greatest risk group who are likely to suffer from social isolation, peer antagonism and criminal behaviours (eg Arseneault, 2018). If bullying is not addressed early it can lead to greater problems later. The focus then can look at the benefits of stopping bullying and finding more productive and healthier ways to address the need.

Involve the pupil who bullied in making amends or repairing the situation.

The goal is to help them see how their actions affect others. This is a powerful tool to use if and only if the child who has bullied is 'genuinely' sorry for their actions. However caution must be used for those pupils who are pervasive bullies or and not genuinely sorry for their actions as this process can humiliate the victim or feed the bully's' anger, exacerbating their need to bully more. Following the procedures below if the bully does not want to genuinely change can be a subversive form of bullying as the victim will see the bullying behaviours being endorsed by the adults. Care must be taken with this approach.

If the child who has bullied is genuinely ready to make amends then the following can be useful.

 Write a letter apologizing to the student who was bullied.

 Do a good deed for the person who was bullied or for others in your community.

 Clean up, repair, or pay for any property they damaged.

Avoid strategies that do not work or have negative consequences.

Zero tolerance or, "three strikes and you're out," strategies do not work (eg: Winter 2016). They do not stop the pupil from needing to bully others. Suspending or expelling students who bully does not reduce bullying behaviour, it just moves it to someone else to deal with. Students and teachers may be less likely to report and address bullying if suspension or expulsion is the consequence. Further to this those pupils who are expelled and or excluded also feel further resentment towards school systems and are more likely to repeat or escalate their behaviours in similar situations even if it is in a different location (ie school)

 Conflict resolution and peer mediation (e.g. The No Blame approach) does not work for bullying. Bullying is not a conflict between people of equal power who share equal blame. Facing those who have bullied may further upset pupils who have been bullied.

 Treating bullies in groups does not work either. Group members tend to reinforce bullying behaviours in each other. Work with the child who is bullying on an individual levels. Encourage children who bully to see that distancing themselves for other bullies will be helpful in changing their behaviour.

Following the initial discussions with the child who bullies, it is important that there are regular meetings (daily for the first week, then weekly for a month and then monthly for two terms.) It is important that after the bullying issue is resolved, continue finding ways to help the child who bullied to seek and maintain alternative ways of dealing with the issues they have and avoiding the need to bully to satisfy that need.

Dealing with indirect bullying

Indirect bullying or passively supporting the actions is the main reason for bullying to continue in a school. In schools with high bullying figures, these indirect bullying behaviours will be the key component within the school ethos. If there is to be a sustained reduction in bullying in school this aspect of the school culture needs to be addressed successfully.

In order to deal effectively with indirect bullying there needs to be strategic input on all three levels of intervention; whole school through assemblies; group work though class/form time work and support on an individual or small group level. The important aspect of dealing with bullying on this level is that this ideally needs to be addressed on a regular basis.

One of the reasons why 'anti-bullying week' does not have any lasting impact is that it is often seen by pupils as merely a subject for discussion, an awareness raising event rather than an impact intervention strategy. Pupils do not see this week of focused discussions as having any impact on bullying in the longer term as it will simply pass and things continue as before. In order to make a significant impact on whole school levels of bullying, a wholesale change in school practices needs to be understood and seen by all stakeholders within school and from outside.

This will mean keeping the agenda of reducing bullying high on school based discussions, assemblies on bullying and themes of respect and social development need to happen on a weekly basis. Visible actions need to be taken on the corridors, outside and in classrooms to address actions of a bully. School Councils needs to be proactive in developing systems for supporting anti-bullying practices and other pupils need to see change in attitudes for the bully.

Changing Attitudes

Victoria College aims to ensure a counter-bullying culture. This means ensuring that all staff and most children in school strive to embrace a philosophy of support and respect and this is endorsed by parents and other key stakeholders in school. Staff will promote an counter-bullying culture by not engaging in confrontational and aggressive methods of interactions with each other and on pupils. There are strong links in school between adult antagonism and pupil bullying practices (Sullivan, Cleary and Sullivan 2005).

Victoria College supports a whole school approach where its recognised that children who choose to bully others have needs which need to be supported and not simply condemned as second class citizens. To help foster this more compassionate attitude it is essential that children who bully others are not over punished, isolated and chastised by the school community as this will likely foster a greater propensity to bully.

It is also very likely that as the social downgrading of a bully from aggressor to needy it will lessen the social acceptance of bullying as an admirable social trait. The aim of the whole school approach is to downgrade the acceptance and social desirability of bullying.

Support systems for parents/carers

There is a lot of research to show that most (but not all) of a pupil's attitudes towards bullying come from outside of school and are merely played out in school where a captive audience is readily available and attitudes about bullying within the school are collectively reinforced (Bullivic 2006; Sullivan Cleary and Sullivan 2005; Rigby 2019). In order to sustain a greater resilience to bullying and endorse a more robust attitude of counter-bullying, it is essential that parents endorse the school's approach of supporting the bully to change their ways. It is understandable that the parents of the victim of bullying will want and expect the worst of consequences for the child who has bullied but there needs to be a developing understanding that it is the responsibility of school to address the matter through consequence and support not condemnation and punishment.

As it was outlined at the very beginning of this document there are some bullying type behaviours which have been identified as falling outside of 'normal' bullying and where other policies and procedures take precedence. In extreme cases such as persistent intimidation; assault with a weapon; sexualised attacks or despite intervention, persistent bullying is severely affecting the mental health of the victim, parents need to be informed that this will be dealt with by other means separate to the bullying policy

Maintaining Staff / Student Awareness of bullying

Research shows that by the time a student leaves school at 16 years of age, around 50% of pupils will experience bullying at least once during their schooling. The role that staff play and the way that it is perceived by the pupils both have a significant impact on the prevalence and frequency of bullying within a school. Effective counter bullying environments are those who engage staff, pupils and parents together in creating a bully-free environment and a respectful learning environment.

All staff are provided with access to the Counter Bullying Policy and E-Safety policy documents which are to be displayed in every classroom. Guest speakers are invited to the College to speak to different year groups on a regular basis to highlight and discuss bullying issues. The theme of bullying shall also be raised in school assemblies. The Assistant Head Pastoral, Inclusion Co-ordinator, Well Being Co-ordinator and Housemasters have and shall continue to attend counter bullying courses and good practice will be disseminated to tutors via the relevant Housemaster and Inclusion Co-ordinator.

The Head of Staff Development is responsible for co-ordinating the training of all staff within the school. Staff skill sets are developed through structured continuing professional development, staff meetings and in-school supervision, and are made familiar with the school policy and CYPES guidelines when responding to all bullying incidences.

PSHE is delivered through guest speakers and timetabled periods for Key Stage Three Classes and during the Tuesday and Wednesday tutor periods 1.55pm-2.20pm for Key Stage Four Classes. These slots are used to educate students regarding the nature, consequences of bullying and methods to counter such behaviour. Other topics are also covered during this period and further details can be located in the Pastoral folder on the school network within the 'staff area'.

All staff members monitor bullying very closely, which can occur in any area such as the playgrounds, Bistro, classrooms, between lessons and on school buses and trips. The playgrounds have regular duty staff during lunch and break. School prefects are also utilised to help monitor behaviour and prevents bullying incidents. The school has also implemented a Peer Mentor system to support students who have been bullied as well as other pastoral concerns. The school counsellor is also available to support students on a weekly basis throughout the school year. Bus transport lists are also kept in the school office to help identify students if any issues or concerns emerge.

The Inclusion Co-ordinator (Mrs Watkins) acts as the link to the school management team, responsible for the oversight and practice of counter-bullying initiatives in school. It is the responsibility of the school's designated counter-bullying lead to oversee all reported incidences of bullying behaviours and make sure reporting appropriately reflects the

outcome of each investigation. The designated lead is also responsible for maintaining the ethos and agenda of counter bullying across the school. The inclusion Co-ordinator will also maintain up-to-date electronic records, via SIMS, of all bullying incidences within the school building and grounds. All acts that have been confirmed as bullying should be categorized according to the 'type' of bullying, utilising the categorisation process advised by CYPES. The school has informed CYPES that a school counter bullying lead has been appointed.

Appeals

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 school policy should clearly outline the route of appeal, within school systems, that families can pursue should they wish to raise concerns. The role of designated counter-bullying lead should support any such appeal, attempting to reach resolution.

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.

Reporting and Recording

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.

Refer to Appendix 1 & 2 for further guidance

Support for staff

It is recognised that some members of staff will find responding to a bullying situation as challenging, particularly when they may need to intervene to safeguard the pupils involved. All staff should be given support and training on a regular basis through INSET, staff meetings and access to central training provided by Education Department. The main focus of intervention should be de-escalation and keeping pupils safe in the first instance. Care and consideration needs to be given if direct intervention is needed and appropriate training should be provided to help manager these situations.

Other considerations

It is important to note that research shows that two-thirds of bullying goes unreported in school and the majority of the bullying incidences occur within the school building. Staff should not underestimate the effects of bullying on the individual from emotional distress to poor concentration and disruptive behaviours. Warning signs like an unwillingness to participate, social isolation and oversensitivity to comments and praise can all be possible indicators of bullying (as well as other matters). A key indicator of bullying can be seen as a significant rise in pupil distress within the last ten minutes of a lesson. All staff need to be aware of the possible signs of distress, particularly when there has been a sudden change in behaviours and presentation in a pupil. Bullying occurs in every school and in every year group. Disregarding this fact facilitates bullying in your school and attitudes of it being 'normal' or 'healthy' are forms of indirect bullying and should not be tolerated

Extracted from the Counter Bullying Guidelines Booklet

Using External Services

As with many behaviour management situations issues are usually best resolved by people within the school and with adults the pupils know best. However there are times when external services can be used to help support work on different levels within the counter-bullying framework.

Whole school level

There are three elements of external support in this area. The first is offering training to schools; the second is by helping to explore the management of bullying using a systemic approach and the third is by working directly with children involved in the bullying situation, whether they are the one doing the bullying or receiving it.
Training around issues with bullying is an area that is regularly delivered centrally and is in the 'Training Offer to Schools booklet.' To book a place on these courses you will need to follow the guidelines and instructions in the booklet. In some cases training can also be delivered as a staff level and this is likely to be through the educational psychology team.

External agencies such as **SEMH, Educational Welfare Officers and Charitable organisations** can all support schools in managing change at the whole school level

Group Level

At times it may feel appropriate to support pupils in groups who may want to explore some behavioural emotional implications of bullying. This can be delivered as a social emotional development group or more directly with the School Councils. This work could be looking at ways in which pupils can be helped to better manage bullying situations or more directly about how to develop a greater ethos around counter-bullying practices.

Individual Level

It will be necessary in the new approach to offer individual support work for children who have been established as bullying others as well as those who have been bullied. It is envisioned that the school's internal emotional support team such as School Based Counsellors are likely to be the ones best placed to complete this work. However the PARM discussions may also identify external agencies to support either an individual for a short (fixed) period or provide more consultative support work with the school support worker.

Mental health and bullying

Research over the past twenty years *(*Kumpulainen 2001, Arseneault*,* 2018*)* has shown that there is a clear link between bullying behaviours and mental health problems later in life. Of particular note in this respect is that long term mental health problems are most likely to affect the individual who is both a bully and a victim of bullying. This group accounts for two-thirds of all bullies. Indeed the ones who are less likely to suffer long term mental health issues are those who are the victims although their experiences does raise short term mental health problems which cannot be ignored. This data supports the perspective that helping the bully rather than just punishing them will have longer term benefits for the child who bullies as well as improve the overall Mental health of the school as a whole.

Approaches and Interventions

Bullying. No Way!

This is an Australian program that came out in 2019. This is effectively a resource pack that has pulled together a range of what they consider to be useful resources from Australia, America and the United Kingdom. The resources provided in the packs focus on teaching about dealing the bullying in the classroom. Resources and other information can be found on the weblink page below

ELSA

There are many schools across Jersey who now have Emotional Literacy Support Assistants (ELSA). This is a low level and broad based emotional literacy program for pupils between 6 and 16 years of age. There are 5 key programs that can be used with pupils with a range of needs from emotional literacy, to anger management and to friendship skills. This is however a very structured program that can only be delivered by a fully trained and regularly supervised ELSA practitioner.

FRIENDS

F.R.I.E.N.D.S is an Australian program designed by Dr Paula Barrett and is structured around a Cognitive Behaviour Therapeutic model of intervention. It is aimed at children and young people aged between 5 and 18. There are 3 programs for school-aged children separated into three age groups.
- 5-7year olds is called 'Fun Friends'
- 7-11 year olds called 'FRIENDS for Children'
- 11-18 year olds called Youth program

Like ELSA this is a closed program that can only be delivered by a fully-trained and registered FRIENDS practitioner. In Jersey this has been added to the ELSA practitioner's toolbox and can be delivered by your ELSA if they have maintained their registration.

Circle of Friends

This can be completed by your ELSA practitioner, Well-being facilitators or by your Educational Psychologist. CoF puts the child at the centre of an emotional development program and asked for help from the class in forming new relationships and changing some of the behaviours. Circle of Friends is a bespoke package of support and is not right for everyone or every class. A discussion with your educational psychologist would be useful to ascertain if the profile of the pupil or the profile of the class would match the criteria for success. This can be a very powerful tool to use with a child who hurts others or who frequently misbehaves and it utilised the social networking to help address choices some children make.

Peer mediation

Peer Mediation is a process by which older pupils can be trained to help de-escalate low level difficulties amongst peers. This can be used to help monitor lunch and break times and be able to resolve any conflicts that are arising before they become too problematic. There are many different approaches and models to peer mediation but it can be an effective way of enhancing pupils' skill base in managing potentially difficult situations.

School Councils

School councils should be an integral resource in supporting a wide range of issues and agendas in school. School councils have been proven effective in helping to develop narratives and approaches for understanding and managing bullying situations. Although it is clear that a lot more work and research around this is needed, schools should not underestimate the impact that school councils can have in helping manage bullying situations in school

Socially Speaking

Socially Speaking is an approach aimed at the younger end of Primary School. Based on a book by Alison Schroeder, Socially Speaking helps young children learn some of the basics of effective socialisation.

Social Stories

Social Stories can be used in bullying events to help both the child who bullies and the victim on understanding different choices that can be made. Social Stories can be written to address individual circumstances and can be effective for a wide range of needs, in particular those with social communication difficulties as well as those who find navigating social situations hard and where a choice of reactions is required.

Thinking Good, Feeling Better

This is a Cognitive Behaviour Program written by Paul Stallard, based on his well-established thinking good, feeling good program it focuses on changing how children and

adolescents are able to re-evaluate their thinking and change how they manage to problem solve social situations.

Anti-Bullying Ambassadors

This is a new agenda that has been driven by the Princess Diana Award Scheme. The scheme involved individual schools identifying a number of pupils to be trained as ambassadors to help support, highlight and manage bullying in schools. Their website describes the following. The peer support system encourages young people to communicate with one another in the 'vernacular', absent from the authoritarian tone that adults may exude, to help resolve their problems together Peer support systems provide young people with a voice and initiatives to take action, enabling them to create emotionally healthy relationships founded on concern for others and empathy for others people's feelings. Perpetrators of bullying are often supported by their immediate peer groups known as 'assistants' and 'reinforcers'. Peer support systems aim to counteract this by turning bystanders into 'defenders'. (Salmivalli et al, 1996).

KiVa

KiVa was developed at the University of Turku in Finland in 2015 with funding from the Finnish Ministry of Education and Culture. Its developers are experts who have been studying the phenomenon of bullying and its mechanisms for decades. KiVa is based on decades of research on bullying and it's mechanisms and is aimed as a whole school approach. KiVa is also being developed and promoted in Wales (2018). The program takes a whole school approach to bullying that aims to be delivered every day in one form or another. The program is delivered privately and has to be paid for. However once the school has been privately trained it provides resources both on line and paper based that helps schools develop a range of approaches for pupils and staff.

Useful websites

Once again this list is not exhaustive but provide a list of links the author has found useful.

https://bullyingnoway.gov.au/Resources/TeachingResources/

https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/

https://www.bullying.co.uk/advice-for-young-people/5-tips-for-talking-about-your-mental-health/

https://bounce-back-from-bullying.childline.org.uk/

https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/building-confidence-bullying/

https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/

https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/

The Anti Bullying Alliance have a range of resources, including briefing pack on cyberbullying for download that includes research, tips and a poster https://www.antibullyingpro.com/

The Anti Bullying Week website has free posters for download

Beat Bullying offers a range of lesson plans and runs the Cybermentors program which encourages young people to act as peer counsellors

Beyond Bullying
At Bullying UK you can create your own posters, get in The Zone and more
National Anti Bullying Week has a good range of links to websites and resources 31

Anti Bullying Network offers hints and tips and the 'pick a pal' feature
Direct.Gov has advice and information about dealing with bullying
Act Against Bullying is running the Cyberkind campaign as part of their World Kindness Campaign

Stop Bullying Now tackles the issues through cartoon webisodes and games

http://www.kenrigby.net/Home

Appendices

Appendix 1 – Victoria College Counter-Bullying

Procedures for reporting and recording bullying

All accusations of bullying are taken very seriously and will be thoroughly investigated.

Pupils

If you are being bullied tell your Tutor, Housemaster or the Team in The Study Centre straight away. If you don't feel able to do this, then write your concerns in an email to a teacher or follow the link on the webpage to report a concern.

If you know someone is being bullied or got at by others tell an adult straight away. If you don't feel able to do this, then email your observations to a teacher.

If you have been bullying someone, you may need help to stop the bullying. The best way to do this is to speak with an adult you trust. Remember, bullying does not take away problems, it often makes things worse. We will work together to help you address the reasons for why you have decided to bully.

Parents

It is important that regular communication with parents and school occurs to ensure that any incident of bullying can be dealt with swiftly and effectively.

If your child is being got at or bullied by another student, it is important you come into school and speak with a teacher. All accusations of bullying will be investigated thoroughly, and appropriate steps and actions will be taken on a case-by-case basis to ensure your son is well supported. We will also be working with the child who has bullied to ensure that the reasons for why they had been bullying are addressed, to help stop this behaviour continuing.

If your child is bullying, we will invite you into school and explain the next steps and actions that will be taken. We believe that children bully when they are trying to 'problem solve' something in their life that they are not happy with. It is important therefore, to support and help your child work through this and to remove their 'need' to bully. Our team from The Study Centre will help your son to do this. Appropriate sanctions, in line with the school behaviour policy, will also be discussed with you.

Staff

If a pupil or parent reports bullying to you, record the details on the incident on to the sims data base and inform the student's housemaster of your concerns. The next actions taken will be agreed with the Housemaster, Mr Griffin and the Counter Bullying Lead. An investigation into the accusation will be started.

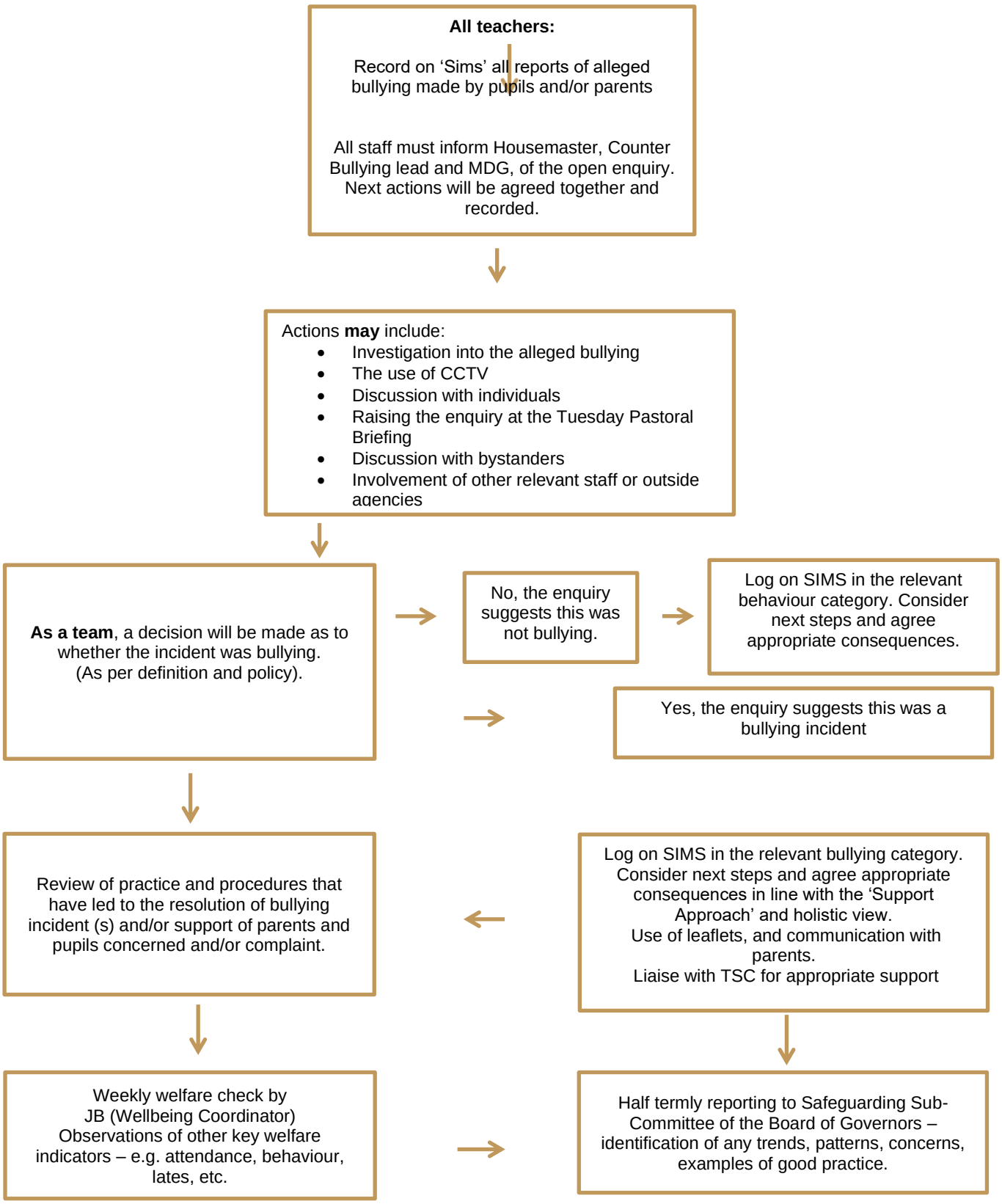
If you think a pupil is being bullied, follow the same process as above and an investigation will be started the student's Housemaster and Counter Bullying Lead.

Depending on the outcome of an investigation into the alleged bullying, and in discussion with MDG/ADW/teacher the incident will be logged on SIMS accordingly – either as bullying, or another behaviour type incident. The next steps and consequences will then be agreed, actioned and recorded.

Governors

Our Safeguarding Sub-Committee of the Board of Governors maintain an overview of how the school is managing and dealing with bullying incidents. Half termly data is reported to the sub-committee and any trends or patterns are thoroughly investigated. Regular 'Governor Visits' occur in which our Counter bullying policy and procedures are scrutinized and discussed. Each half term, the Headteacher and Deputy Headteacher triangulate all bullying data with other welfare measures such as attendance, lates, behaviour and achievement records, to identify and address any patters or trends.

Appendix 2

Please refer to the following page

Counter Bullying Flow Chart