



Happy Learning Partnership

ANTI-BULLYING POLICY

Successful Learners Confident Individuals Responsible Citizens Effective Contributors

Healthy and Active Safe and Nurtured Included and Respected Reaching their Full Potential

"La Houquette Primary School aims to be a school where staff, parents and the community work in partnership to inspire and empower their children to explore, learn and understand the value of hard work and effort in order to challenge themselves to be the best they can be. They focus on exciting, creative teaching and learning and strive to develop happy, motivated children who show consideration, are inclusive, respect and understand others and their environment. Our La Houquette values underpin all that we do. They can help pupils understand right from wrong and they can also help to shape the mindsets and behaviour of future adults."

Introduction

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We teach our pupils that everyone has the right to be themselves and to learn in a happy and safe environment, bullying of any kind is unacceptable at our school. We recognise that pupils may be bullied in any school or setting, and are committed to preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

La Houquette is a Rights Respecting School and our Rights Respecting Steering group discussed the relevant rights that would not be met if bullying was occurring. We believe the following rights are really important in the fight against bullying and to ensure our children are safe and having their rights met:

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child) When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 19: Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29: Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

Objectives of this Policy

- All our school community should have an understanding of what bullying is.
- All our school community should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what to do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- To ensure all of our school community recognise the forms bullying may take.
- To ensure that children know that if they feel they are being bullied they must tell someone.
- To make children aware of the strategies and options available to them if they witnessed or personally experienced an incident which they may feel may be bullying.
- To build upon and demonstrate La Houquette school values:-
 1. **We show respect:** *we care for ourselves and each other, for property, our community, our environment, our world; we listen to each other respectfully and accept people have other views. We take turns and share.*
 2. **We are kind:** *We include each other, we look to help and care for each other and our environment. We have gentle hands.*
 3. **We try to do our best:** *we don't give up - we show a Growth Mindset.*
 4. **We are honest:** *to ourselves and each other.*
 5. **We are proud of who we are:** *of what we do, of our families, our teachers, our school, our community, our parish, our island and our world.*

What Is Bullying?

The Anti-Bullying Alliance defines bullying as the "repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online." It can be aimed at certain groups, regarding their race, religion, gender or sexual orientation.

There are 3 types of bullying:-

- **Verbal bullying** which includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion
- **Physical bullying** which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings
- **Social bullying** which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person

Bullying can be:

- Physically hurting someone (punching, kicking, tripping up, pushing);
- Threatening to physically hurt someone, or people or things precious to them;
- Damaging the things that belong to someone else deliberately;
- Demanding things or favours through frightening someone or through force;
- Stealing or hiding someone's things;
- Humiliating or embarrassing someone deliberately;
- Put-downs, name-calling, insulting or making fun of a person or a person's family, culture or religion;
- Sarcasm, teasing or mimicking;
- Inappropriate touching or showing material that you know will be offensive;

- Spreading rumours;
- Excluding someone or leaving someone out;
- Racist, homophobic or sexually offensive remarks and/or behaviour, for example, racist name-calling;
- Pulling faces, sniggering when a child's work is being handed back, deliberately avoiding touching a child's book when handing books out;
- Whispering things about them;
- Communicating unkind or hurtful things within or outside of school, including texting and misusing social networks (sometimes anonymously).
- Cyberbullying

Characteristics of bullying:

1. Ongoing (it is not the same as conflict or random unprovoked aggressive acts)
2. Deliberate (premeditated, discussed, planned)
3. Unequal (it involves a power imbalance)

Several Times On Purpose

Children's definitions of bullying

The pupils are taught that bullying is

- More than once
- On purpose
- Not fair
- Should not be tolerated

Several Times On Purpose

Vulnerable groups:

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

- Looked after children
- Children with Special Educational Needs or Disabilities (SEND)
- Children that differ in race or colour or in national, religious, or cultural origin from the dominant group
- Children for whom English is an Additional Language.
- Children who are perceived to be gay, lesbian or bisexual, transgender or gender different from their peers.
- Young carers

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be the target of bullying. Everybody has the right to be happy and safe, be included and to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

How we prevent bullying

- The issue of bullying is taught as a planned part of the personal social health and citizenship education (PSHCE) programme from Guernsey's Big Picture Curriculum and revised through assemblies.
- Classroom Charters (in conjunction with the convention of the Rights of a Child) include how to treat other people in the class.
- Staff monitor pupils at risk in the class and the playground.
- Each classroom has a 'Suggestions Box' so that pupils can write any concerns they have, post them in the box and have them discussed within the class as appropriate. (Appendix 2)
- Weekly well-being check-in strategies
- Well-being check-ins with a named adult for those children that need it
- Ways of avoiding and responding to bullying are included in assemblies and class PSHCE lessons during the year.

Roles and responsibilities

Responsibilities of the Headteacher

- To ensure the expectations of staff, students and parents/carers are clear.
- To monitor the implementation of La Houquette school values.
- To develop and maintain strong parent and community links.
- To effectively communicate and promote the school's behaviour management guidelines and procedures.
- To ensure that all members of the school community are aware of and have access to the anti-bullying school policy and procedures.
- To respond to each incident of bullying in accordance with the procedures detailed in this document.
- Ensures that **all** school staff receive regular training on all aspects of the anti-bullying policy
- To ensure that the voice of the child is heard

Responsibilities of ALNCO

- To raise awareness among learners and school staff in order to help foster positive attitudes towards learners with SEN and disabilities
- To create an accessible and inclusive culture and environment
- To ensure provision of key adults for well-being check-ins
- To ensure that there are opportunities for the voice of the child to be heard

Responsibilities of the Emotional Health and Well-Being Lead

- Champions the voice of the child
- To facilitate well-being check-ins
- Support well-being check-in staff with training where necessary

Responsibilities of Staff

- To model, educate and discuss appropriate behaviours especially those of La Houquette school values.
- To watch for indicators of possible bullying.
- To ensure adequate supervision of children at all times.
- To respond to all reported and observed incidents of bullying, as detailed in this policy.
- To teach students the skills that will help build their self-esteem and empower them to feel confident to deal with bullying behaviours.
- To listen to the voice of the child
- To facilitate one to one well-being check-ins when needed (see record proforma Appendix 4)

Responsibilities of Children

- To demonstrate La Houquette school values at all times
- To have an understanding of bullying and bullying behaviours.
- To appropriately report incidents of bullying (occurring either to themselves or another child).
- To help someone who is being bullied.
- To not bully others.
- To ensure their voice is heard

Responsibilities of Parents/Carers

- To listen to your child/ren
- To support the School's Student Anti-Bullying Guidelines and Procedures.
- To model, educate and discuss appropriate behaviours and values.
- To watch for indicators of possible bullying
- Parents are encouraged to preserve evidence of any online misconduct by taking screenshots of incidents occurring on social media (e.g., WhatsApp) or gaming platforms (e.g., Roblox, Minecraft). We also ask parents to remain vigilant regarding the official age requirements for these platforms to ensure a safe digital environment.
- To encourage and support your child to inform you or a staff member if they are being bullied or witness bullying.
- To act appropriately if your child is found to be the bully.
- To speak to your child's teacher **FIRST** if you suspect or know that your child is experiencing bullying behaviour.

Under no circumstance should parents/guardians contact other parents/guardians or children regarding an issue of bullying! All matters should be referred to your child's teacher who will then respond according to this document.

How will the school respond to bullying?

When a bullying incident is reported or observed, the following steps will be taken: The process may be accelerated according to the severity of the incident and the age of the student involved.

- When a bullying incident is reported, the class teacher will use a 'no blame' and shared concern approach and process in the first instance. (This does not mean 'no consequences.' Upon resolution there will be 'firm accountability')
- The teacher will listen to the children
- The teacher will meet separately with the children involved to gain an understanding of what has occurred. If necessary the teacher will meet with other children/witnesses.
- This information will be recorded and forwarded to the phase leader or Headteacher to be noted and discussed if necessary. At this stage there may not be any consequences and parents/guardians may not be notified.
- The incident will be recorded using ABC format (see appendix 3) If the incident is deemed not to be bullying, the classroom teacher will monitor the relevant students according to the behaviour policy.
- If bullying is identified, the parents/guardians of both the child exhibiting the bullying behaviour, and the victim, will be requested to meet with the class teacher and/or phase leader/headteacher.
- They will be notified of the level and severity of the incident, and its consequences.
- Discussion of consequences and expectations will also occur.
- The matter may be further addressed via mediation, individual counselling or the development of a behaviour management plan.
- A record of the incident and its management will be made on **CPOMS**.
- Continued bullying would result in an additional action plan being developed.
- Appropriate consequences would be delivered to the child exhibiting the bullying behaviour, and further dialogue with relevant parents/guardians would occur.
- Additional incident reports would be logged on **CPOMS** as necessary.

When talking about bullying with an adult the following questions will be addressed:

- What has happened?
- How often has this happened?
- Who was involved?
- Who saw what was happening?
- Where did it happen?
- What has been done about it already?

[Useful guidance from Anti-Bullying Alliance](#)

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to or from school
- is frightened to say what is wrong
- doesn't want to go on the school bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning

- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions or lunch go "missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is using bullying behaviours towards other children or siblings
- stops eating
- attempts or threatens self-harm or running away
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated.

Strategies for anti-bullying – parents and families

Parents and families have an important part to play in helping us deal with bullying. Children sometimes bully other children because:

- They don't know it is wrong
- They are emulating older brothers or sisters or other people whom they admire.
- They haven't learnt other, better ways of mixing with their school friends.
- Their friends encourage them to bully.
- They are going through a difficult time and are acting out aggressive feelings.

If your child has been bullied:

1. Talk calmly with your child about their experiences.
2. Make a note of what they say – particularly who was involved; how often the bullying has occurred; where it happened and what has happened.
3. Reassure them that they have done the right thing to tell you about the bullying and discuss with them how they would like the problem to be tackled.
4. Contact your child's teacher, Headteacher or Deputy Headteacher.
5. If parents or carers do not believe that the school has dealt with an incident of bullying, they should contact the Education Department and ask to speak to a Primary Education Officer on Tel: 733000

Talking with staff about bullying:

1. Try and stay calm – bear in mind that the member of staff may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
2. Be as specific as possible about what your child says has happened – give dates, places and names of other children involved.
3. Make a note of what action the school intends to take.
4. Find out if there is anything you can do to help your son/daughter or the school.
5. Stay in touch with the school. Let them know if things improve as well as if the problem continues.

Written by: Claire Judd 02.02.20

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Next review: 20.04.26 (or when needed)

Appendix

Appendix 1: Links to other policies and documents:

[Behaviour and Conduct Policy](#)

[DFE: Cyberbullying: Advice for headteachers and school staff](#)

[Getting started A toolkit for preventing and tackling homophobic, biphobic and transphobic bullying in primary schools](#)

E-safety and acceptable internet use policy

[Safeguarding and Child Protection Policy](#)

[Positive Mental Health and Wellbeing in Schools](#)

- Attendance Policy
- Inclusion Policy
- SEND Policy
- [Reporting and recording bullying incidents](#)
- [Working with parents](#)

Useful Websites and resources:

[Anti-Bullying Alliance](#)

[NSPCC](#)

[Kidscape](#)

[Cyber bullying](#)

Appendix 2: Message for 'what I want my teacher to know' box

Message to my teacher:

**Please come and talk to me.
I have a question.**



Date: _____ Name: _____

Your teacher will talk to you soon

How to use an ABC chart

Appendix 3: ABC chart

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the *antecedent* or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the *behaviour* that occurred e.g. X threw item on the floor.

'C' refers to what occurred after the behaviour or the *consequence* of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be caring for the child?

ABC (Antecedent, Behaviour, Consequence) Chart Form

Name:

Date/Time	Activity	Antecedent	Behaviour	Consequence
Date/Time when the behaviour occurred	What activity was going on when the behaviour occurred	What happened right before the behaviour that <u>may</u> have triggered the behaviour	What the behaviour looked like	What happened after the behaviour, or as a result of the behaviour



Appendix 4: Record of well-being check-in

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Article 2: No discrimination

Article 3: Best interests of the child

Article 12: Respect for children's views

Article 13: Sharing thoughts freely

Record of conversations

Name of child:

<u>Date and time</u>	<u>Discussion with</u>	<u>Brief summary of discussion</u>	<u>Shared with class teacher</u>	<u>Any actions</u>	<u>Result of actions</u>

For any CP concerns please record on CPOMS or complete a ROC (in Safeguarding hub or Office)