

CRAIGAVON SENIOR HIGH SCHOOL



ANTI- BULLYING POLICY Draft November 2017

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Introduction

This policy has been developed following consultation with a range of stakeholders. Its overall purpose is to promote an anti-bullying culture in Craigavon Senior High School and to help staff provide support to pupils who have been bullied and pupils who engage in bullying behaviour. It promotes anti-bullying strategies within 4 levels of intervention and provides staff with practical suggestions on how bullying can be addressed.

Pastoral Care in Schools; Promoting Positive Behaviour (DE, 2001) Paragraph 125 states the following:

“As well as ensuring that pupils who are bullying are dealt with in accordance with accepted school policy and procedures, it will be necessary to work with these pupils to try to help them change their unacceptable behaviour.”

Rationale

Bullying affects everyone, not just the bullies and the victims and their families. It also affects those other children who watch and less aggressive pupils can be drawn in by group pressure. Bullying is neither an inevitable part of school life nor a necessary part of growing up, and it rarely sorts itself out. Craigavon Senior High School is completely opposed to all forms of bullying and will not tolerate it. All members of the school community have the right to learn and work in a secure and caring environment and the responsibility to contribute to the protection and maintenance of such an environment.

Ethos

All institutions, both large and small, contain some pupils with the potential for bullying type behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. Craigavon Senior High School has a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. Craigavon Senior High School actively promotes positive interpersonal relations between all members of the school community and values their opinion in the development and maintenance of our anti-bullying ethos. The school's ethos is stated below:

Aims and Objectives

All members of the school community are expected to:

- Treat bullying as a serious offence and take every possible action to eradicate it from school;
- Address all issues of bullying type behaviour so that each child will be able to benefit fully from the opportunities available at Craigavon Senior High School;
- Create a supportive, caring and safe environment where teachers can teach, and pupils can learn without fear of being bullied;
- Create opportunities to raise pupils' self-esteem.

Related Policies:

- Pastoral Care Policy – in draft
- Child Protection Policy
- Positive Behaviour Policy
- ICT Acceptable Use Policy – in draft

Preventative Measures:

- Organise the community in order to minimise opportunities for bullying;
- Maintain a firm but fair discipline structure with rules that are simple and easy to understand;
- Ensure that all staff and pupils understand the anti-bullying procedures;
- Use every opportunity to discuss aspects of bullying and the appropriate way to behave towards each other. E.g. – PD, assemblies, School Council;
- Encourage pupils to treat everyone with respect;
- Raise pupils' self-esteem by celebration of success;
- Promote House system to contribute to raising of self-esteem;
- Reward positive behaviour;
- Encourage pupils to report bullying when it happens;
- Deal quickly, firmly and fairly with any complaints involving parents where necessary;
- Restrict use of mobile phones in school;

Definition

Understanding bullying and the different forms it can take is the starting point for preventing and responding to bullying behaviour effectively.

The term bullying refers to a range of harmful behaviour, both physical and psychological. Bullying can take a number of forms: Physical, Verbal, Gestures, Extortion and Exclusion. It is an abuse of power and can be perpetuated by individuals or groups of pupils. All bullying behaviour usually has the following four features:

- * It is repetitive and persistent.
- * It is intentionally harmful.
- * It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
- * It causes distress.

Craigavon Senior High School shares the **NIABF Definition of Bullying:**



...the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.

Bullying Related Terms

Craigavon Senior High School aims to avoid labelling individual children and recommends describing situations, e.g. 'a bullying incident was reported on 20/01/11 where Joe Smith is alleged to have displayed racist bullying behaviour towards Guvinder Singh.'

We use the term 'child who has been bullied', or 'target of bullying' - not "victim".

We use the term 'child who is displaying bullying behaviour' - not "bully".

Forms of Bullying

- Physical violence such as hitting, pushing or spitting at another pupil;
- Interfering with, stealing, hiding or damaging another pupil's property; ☒ Using offensive names when addressing another pupil;
- Teasing or spreading rumours about another pupil or his/her family;
- Belittling another pupil's abilities and achievements;
- Excluding another pupil from a group activity;

- Ridiculing another pupil's appearance, way of speaking or personal mannerisms; ☒ Cyber bullying – the misuse of technology to hurt or humiliate another pupil.

Roles and Responsibilities

- **Everyone:**
 - Work together to combat and strive to eradicate bullying.

- **Staff:**
 - Foster in our pupil's self-esteem, self-respect and respect for others;
 - Demonstrate by example the high standards of personal and social behaviour we expect of our pupils;
 - Discuss bullying with classes as requested, so that every pupil learns about the damage it causes to both the child who is bullied and the pupil displaying bullying behaviour and the importance of telling a teacher about bullying when it happens;
 - Listen to children who have been bullied, take what they say seriously and act to support and protect them;
 - Report suspected incidents of bullying to the pupil's Form Teacher or Head of Year;
 - Follow the procedures for intervention as outlined in this policy;
 - The Head of Year will follow up any complaint about bullying and report back promptly and fully to pupil and parent on the action which has been taken;
 - Act promptly and effectively in accordance with agreed procedures.

When responding to a bullying concern staff should adopt a positive mind set. They should be prepared with options for how to respond to incidents of bullying in a planned, deliberate and positive way. Confronting pupils who have displayed bullying behaviour requires a high amount of self-control as well as preparation to know what to say and do.

The following are important factors when managing a bullying situation:

- **Be calm.**
- **Be positive.**
- **Be assertive.**
- **Be confident.**

- **Ensure that the specific behaviour is in fact bullying behaviour which conforms to the school's agreed definition of bullying as identified in this policy.**

- Assess the situation and its severity level. Determine the appropriate level of response required to manage the situation effectively.

- Once the Incident Level has been determined, select one or more responses from the appropriate column(s) (refer to NIABF Levels 1-4 Responses). Suggested scripts should be adapted to be age and scenario specific.

- Apply sanctions where appropriate. This may involve: break or lunchtime detention, after school detention, Pupil Support, or Suspension - depending on the specific incident.

To determine level of severity, staff should take account of the following:

- The **nature** of the bullying behaviour- for example deliberate teasing, excluding or hitting. There is a tendency among those who have a duty of care to rate some bullying, particularly violence, as more serious than other subtle forms. This can be a dangerous mistake and leave us vulnerable to ignoring 'teasing' or 'exclusion'.
- The **frequency** of the bullying behaviour: daily, weekly or less often.
- The **duration** of the bullying behaviour: whether over a short or prolonged period of time.
- The **perceptions** of the child being bullied – The seriousness of bullying can only be measured by the degree of distress suffered by the target. ***“It can be defined as bullying only by measuring the effects the acts have on the vulnerable child.”*** (Besag, 1989)
- **Pupils:**
 - Refrain from becoming involved in bullying behaviour;
 - Do not use social media to respond to bullying;
 - Intervene to protect the pupil who is being bullied with actions that do not compromise either pupils' safety or a pupil's adherence to the school's Positive Behaviour Policy;
 - Report to a member of staff as soon as possible any witnessed or suspected incidents of bullying;
 - Do not suffer in silence, but have the courage to speak out, to put an end to his/her own suffering and that of other potential targets;
 - Record the time and date/retain evidence of any bullying message they may receive by mobile phone, email, or social media;
 - Report all incidents of bullying to his/her Form Teacher or Head of Year – staff cannot act if they have not been informed.
- **Parents/Guardians:**
 - Watch for signs of distress or unusual behaviour in their children which might be evidence of bullying;
 - Advise their children to report any bullying to their Form Teacher, Head of Year or VP / Campus Manager and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils;
 - Advise their children not to retaliate violently, neither verbally nor physically, nor by using social media, to any forms of bullying;
 - Be sympathetic and supportive towards their children and reassure them that appropriate action will be taken by following the school's policy;

- Inform the school of any suspected bullying, even if their children are not involved;
- Co-operate with the school, if their children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for those displaying bullying behaviour;
- Appreciate that school needs time to fully investigate the incident.

Guidance for Staff Working in Partnership with Parents/Carers

Bullying is often reported to schools by parents/carers. Such complaints should be met openly and sympathetically.

School staff and parents/carers meet on bullying issues as a result of:

- Parents/carers participating in the development of the school's anti-bullying policy.
- Parents/carers expressing concern about their child's involvement in a bullying incident/situation, particularly if their child had been bullied.
- The school requesting a meeting with parents/carers regarding a bullying incident/ situation.

Staff should consider the following when meeting with the parents/carers of pupils bullying others:

- Acknowledge that the parent/carer may be under stress as a result of having to come into school to discuss an incident with a member of staff.
- Try to get clear facts from the parent/carer;
- Ensure that they have already gathered as much reliable information as possible and be clear that the behaviour does represent bullying;
- Ensure that the parents/carers understand how their child's behaviour conforms to the school's agreed definition of bullying;
- Share concerns about what has been happening to the child experiencing bullying;
- Emphasise that it is aspects of their child's behaviour that must change. Try to refer to their child's positive qualities;
- Be understanding but firm;
- Make it clear that school cares and will do what you can and will act in accordance with the school's anti-bullying policy;

- Tell the parent/carer that school will need time (be specific) to gather information and that they will be kept informed. Request that parents be understanding while the incident is being investigated.

Guidance for Heads of Year

Once an alleged bullying incident has occurred:

1. Gather and clarify the facts.
2. Check:

That the behaviour constitutes bullying behaviour **as defined in this policy**. Records for any previous incidents.

3. Complete the **Bullying Concern Assessment Form**.

4. On the basis of this initial assessment:

- Choose an appropriate intervention(s) from the NIABF Intervention Levels;
- Ensure effective communication amongst all parties. Consider the possible need for:
 - Parental involvement
 - Special Educational Needs Coordinator (SENCO) involvement
 - Sanction - as appropriate
 - Risk assessment
 - External agency involvement e.g. the Child Protection Support Service for Schools (CPSS).

(This list is not exhaustive.)

5. Refer to the support materials provided on the intervention/strategy you have selected, for example, Think Time Discussion and Review Sheets and Method of Shared Concern.
6. Monitor and evaluate the on-going effectiveness of your chosen intervention/strategy.
7. Arrange for recording of actions taken and outcomes achieved using the C2k SIMS Behaviour Management Module.
8. Review the outcomes to determine whether further action is required and progress accordingly. Refer to Part 2 of the Bullying Concern Assessment Form.

Implementing the above process will provide opportunities for self-reflection, development and learning for all parties concerned, resulting in the effective management of bullying incidents. This reflection should inform and guide the on-going review and development of the school's anti-bullying policy, procedures and practice.

Check records for previously recorded incidents.

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by bullied pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.

PART 2 - Details of interventions to be implemented in response

2.1 PUPIL(S) WHO HAS BEEN BULLIED:

REFER TO LEVEL 1-4 INTERVENTIONS

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

Provide outline details of the level and type of intervention with:

peer group _____

whole class _____

On-going support/monitoring to be provided _____ (daily, weekly)

by _____ (named staff) and will be formally reviewed by

_____ (date)

Have parent(s) been informed / involved? Yes / No (Give details)

Referral to other agencies- If yes please specify _____

Any other details (please specify) _____

2.2 PUPIL(S) WHO HAS BEEN DISPLAYING BULLYING BEHAVIOUR:

REFER TO LEVEL 1-4 INTERVENTIONS

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

Provide outline details of the level and type of intervention with:

- peer group _____
- whole class _____

On-going support/monitoring to be provided _____

(Daily, Weekly) by _____ (named staff)

Have parent(s) been informed / involved? Yes / No (Give details)

Referral to other agencies (please specify)

Any other action (please specify)

Suspension

Expulsion

Other (please specify)

PART 3- ON-GOING RECORD OF SUPPORT AND INTERVENTIONS

REFER TO LEVEL 1-4 INTERVENTIONS

Date	Details of Intervention	Action Required / Taken (Dated and signed)

Name and designation of the teacher completing this form:

Signed: _____ Date: _____

PART 4 - STATUS OF CONCERN

This concern is now resolved: yes

- Copied to _____
- Filed (Interventions complete, issue resolved, record maintained)

When concern is not resolved:

Further intervention/ Required

- Review information and action to date
- Refer to VP/Principal/Head of Pastoral Care
- Re-assess Level of Interventions; Implement other strategies from appropriate level
- Assign tasks, record and monitor as in Part 2 & 3

Name and designation of the teacher completing this form:

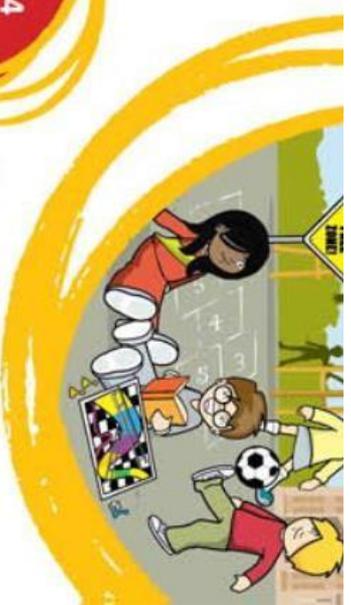
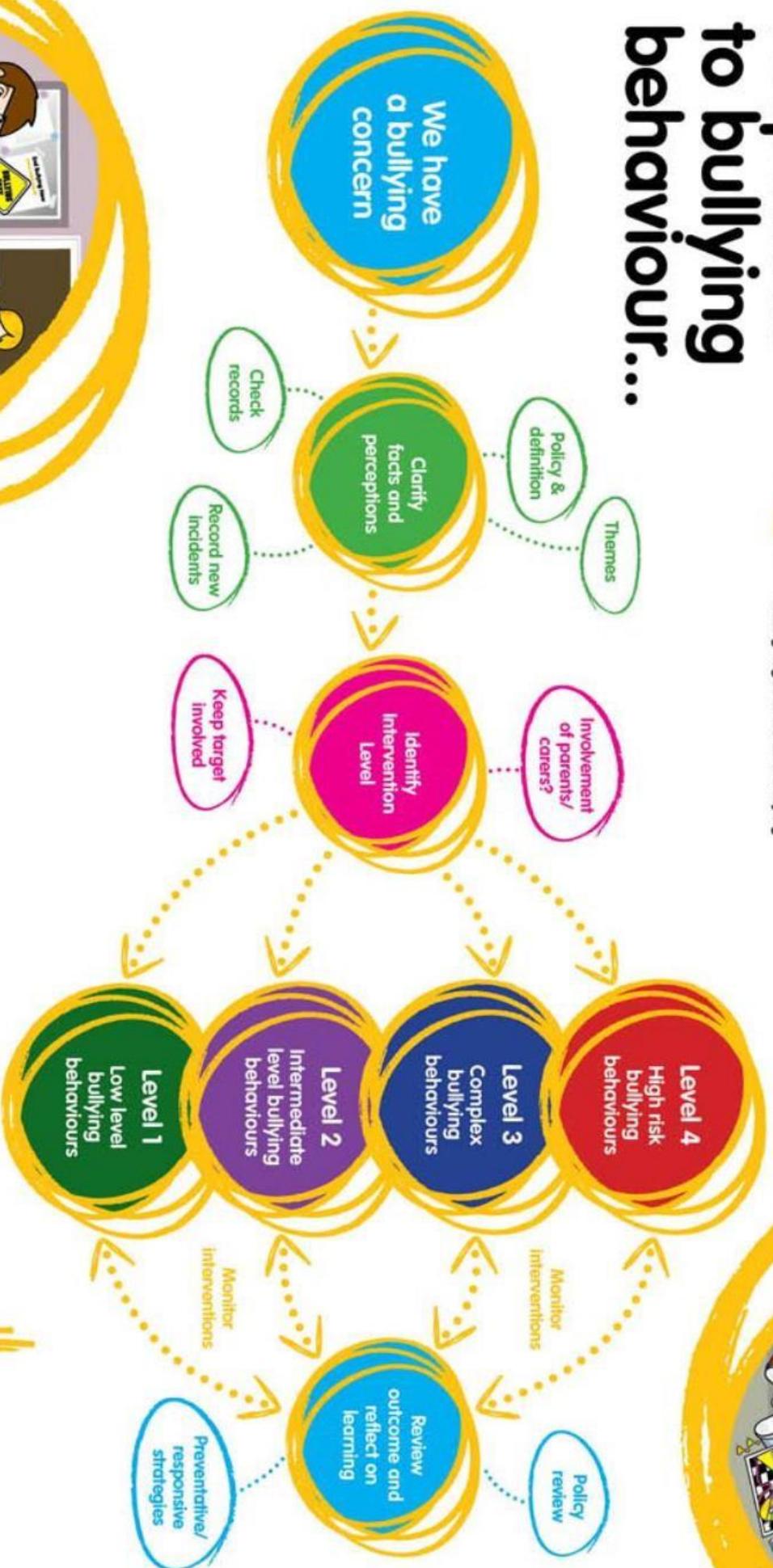
Signed:

Date

Effective responses to bullying behaviour...



Northern Ireland
Anti-Bullying Forum
Acting Together To End Bullying



Keep Children and Young People Safe

Access full resource at www.niabf.org.uk