

5.21 Anti-Bullying Policy

1. Rationale

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. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

2. Policy

2.1. What Is Bullying?

- 2.1.1. Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.
- 2.1.2. Bullying can be:
 - 2.1.2.1. Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
 - 2.1.2.2. Physical pushing, kicking, hitting, punching or any use of violence
 - 2.1.2.3. Racist racial taunts, graffiti, gestures
 - 2.1.2.4. Sexual unwanted physical contact or sexually abusive comments or focusing on the issue of sexuality
 - 2.1.2.5. Verbal name-calling, sarcasm, spreading rumours, teasing
- 2.1.3. Cyber
 - 2.1.3.1. All areas of internet, such as email & internet chat room misuse
 - 2.1.3.2. Mobile threats by text messaging & calls
 - 2.1.3.3. Misuse of associated technology, i.e. camera & video facilities

2.2. Why is it Important to Respond to Bullying?

- 2.2.1. Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who bully need to learn different ways of behaving.
- 2.2.2. Schools have a responsibility to respond promptly and effectively to issues of bullying.

2.3. Objectives of this Policy

- 2.3.1. All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- 2.3.2. All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- 2.3.3. All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

- 2.3.4. As a school we take bullying seriously. Pupils and parents should be assured that they would be supported when bullying is reported.
- 2.3.5. Bullying will not be tolerated.

2.4. Signs and Symptoms

- 2.4.1. A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:
 - 2.4.1.1. Is frightened of walking to or from school
 - 2.4.1.2. Doesn't want to go on the school / public bus
 - 2.4.1.3. Begg to be driven to school
 - 2.4.1.4. Changes their usual routine
 - 2.4.1.5. Is unwilling to go to school (school phobic)
 - 2.4.1.6. Begins to truant
 - 2.4.1.7. Becomes withdrawn anxious, or lacking in confidence
 - 2.4.1.8. Starts stammering
 - 2.4.1.9. Attempts or threatens suicide or runs away
 - 2.4.1.10. Cries themselves to sleep at night or has nightmares
 - 2.4.1.11. Feels ill in the morning
 - 2.4.1.12. Begins to do poorly in school work
 - 2.4.1.13. Comes home with clothes torn or books damaged
 - 2.4.1.14. Has possessions which are damaged or "go missing"
 - 2.4.1.15. Asks for money or starts stealing money (to pay bully)
 - 2.4.1.16. Has dinner or other monies continually "lost"
 - 2.4.1.17. Has unexplained cuts or bruises
 - 2.4.1.18. Comes home starving (money / lunch has been stolen)
 - 2.4.1.19. Becomes aggressive, disruptive or unreasonable
 - 2.4.1.20. Is bullying other children or siblings
 - 2.4.1.21. Stops eating
 - 2.4.1.22. Is frightened to say what's wrong
 - 2.4.1.23. Gives improbable excuses for any of the above
 - 2.4.1.24. Is afraid to use the internet or mobile phone
 - 2.4.1.25. Is nervous & jumpy when a cyber message is received
- 2.4.2. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

2.5. Procedures

- 2.5.1. Report bullying incidents/acts of unkindness to staff
- 2.5.2. The incidents will be recorded by staff and forwarded to the administration
- 2.5.3. Incidents will be monitored by the administration for frequency and intensity.
- 2.5.4. Repeated incidents will be recorded as a step on the Aggression Rubric.

- 2.5.5. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
- 2.5.6. If necessary and appropriate, police will be consulted
- 2.5.7. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- 2.5.8. An attempt will be made to help the bully (bullies) change their behaviour

2.6. Outcomes

- 2.6.1. The bully (bullies) may be asked to genuinely apologize. Other consequences will take place depending on the Aggression Rubric
- 2.6.2. In serious cases, suspension or even exclusion will be considered
- 2.6.3. If possible, the pupils will be reconciled
- 2.6.4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

2.7. Prevention

- 2.7.1. The following methods for helping children to prevent bullying, as and when appropriate, may include:
 - 2.7.1.1. Reviewing school rules
 - 2.7.1.2. Signing a behaviour contract/student pledge
 - 2.7.1.3. Writing stories or poems or drawing pictures about bullying
 - 2.7.1.4. Reading stories about bullying or having them read to a class or assembly
 - 2.7.1.5. Making up role-plays
 - 2.7.1.6. Having discussions about bullying and why it matters

3. Report of Concern/Incident – Student

Any incidents need to be formally documented. The student report must include:

- 3.1. Name
- 3.2. Date
- 3.3. Class
- 3.4. Summary of incident in student's words
 - 3.4.1. When did the incident happen? (Date and time of day)
 - 3.4.2. Where did it happen?
 - 3.4.3. Who was there?
 - 3.4.4. What happened?
 - 3.4.5. Why did it happen?
 - 3.4.6. What could you have done differently to solve the problem?
- 3.5. Signature of teacher/principal and student.

4. Report of Concern/Incident – Adult

Any incidents need to be formally documented. The adult report must include:

- 4.1. Date and time of report
- 4.2. Name of school
- 4.3. Date and time of incident
- 4.4. List of individuals involved
- 4.5. Details of the incident

- 4.5.1. What happened before, during, and after the incident?
- 4.5.2. Your response?
- 4.5.3. Their response?
- 4.5.4. Give words and actions.
- 4.5.5. Witnesses
- 4.5.6. How did it end?
- 4.5.7. Previous record of concern/incident
- 4.6. Actions taken
- 4.7. Any plans for follow up
- 4.8. Signature of adult completing the report and the principal

5. Peer to Peer Aggression Rubric (K-2 Grade Levels)

There must be INTENT with presenting behaviours for this level.

| Behaviour | First time | Second time | Third time | Fourth Time | Fifth Time |
|---|---|--|--|---|---|
| Level 1 Name Calling Being hurtful Lying Taking another's belongings | Verbal warning teacher discretion to contact parent | Verbal warning thinking paper (drawing) teacher contacts parent | 1 inside detention thinking paper student calls parent step on behaviour report | inside lunch & recess detentions student calls parent another step on behaviour report | 3 inside detentions (recess or lunch) student calls parent step on behaviour report |
| Level 2 Hitting Pushing | 1 inside lunch & recess detention student calls parent | 1 day ISS no extra-curricular activities for one week -step on behaviour report -student calls parent | 3 days ISS no extra-curricular activities for one week -step on behaviour report -student calls parent | 5 day ISS or until IBP is developed with student, teacher, parent and administrator step on behaviour report student calls parent | |
| <u>Level 3</u> Severe hitting Threats of violence Severe harassment | 5 inside lunch & recess detentions no extra-curricular activities for 1 week student calls parent step on behaviour report | 1 day ISS 2 weeks of no extra-curricular activities student calls parent step on behaviour report | immediate ISS until IBP is developed with student, teacher, parent and administrator student calls parent step on behaviour report | 3 days OSS board review | |

ISS – In School Suspension OSS – Out of School Suspension IPB – Individual Behaviour Plan

6. Peer to Peer Aggression Rubric (Grade 3 – 6)

| Behaviour | First time | Second time | Third time | Fourth Time | Fifth Time |
|--|---|---|--|--|---|
| <u>Level 1</u> Teasing Insulting Exclusion Name calling Intimidation Humiliation | Verbal warning teacher calls or emails parent | Written warning student calls parent step on behaviour report | 3 inside lunch / recess detentions student calls parent step on behaviour report | 5 inside lunch/recess detentions student calls parent step on behaviour report | - 1 day ISS - student calls parent - step on behaviour report |
| <u>Level 2</u> Hitting Pushing Slapping Grabbing Interfering with another's belongings | 1 inside lunch/recess detention student calls parent | 1 day ISS no extra-curricular activities for one week -student calls parent -step on behaviour report | 3 days ISS no extra-curricular activities for two weeks -student calls parent -step on behaviour report | - 5 day ISS or until IBP is developed with student, teacher, parent and administrator | |
| <u>Level 3</u> Severe hitting Threats of violence Severe harassment | 5 inside lunch/recess detentions no extra-curricular activities for one week -student calls parent -step on behaviour report | 1 day ISS no extra-curricular activities for two weeks -student calls parent -step on behaviour report | immediate ISS until IBP is developed with student, teacher, parent and administrator no extra-curricular activities -student calls parent -step on behaviour report | 3 days OSS board review | |

ISS – in school suspension

OSS – out of school suspension

IBP – individual behaviour plan

7. Peer to Peer Aggression Rubric (Middle School)

| Behaviour | First time | Second time | Third time | Fourth Time | Fifth Time |
|--|--|--|--|---|--|
| <u>Level 1</u> Teasing Insulting Exclusion Name calling Intimidation Humiliating | - Verbal warning -define needs with "Needs Sheet" | Written R behavior report student calls parent thinking sheet, review needs | 3 inside lunch / recess detention student calls parent step on behaviour report | 5 inside lunch/recess detentions student calls parent another step on behaviour report | 1 day ISS student calls parent step on behaviour report |
| <u>Level 2</u> Hitting Pushing Grabbing Interfering with another's belongings | 1 inside lunch/recess detention student calls parent -"Needs Sheet" | - 1 day ISS -student calls parent -thinking paper | 3 days ISS no extra-curricular activities -step on behaviour report -student calls parent | - 5 day ISS or until IBP is developed with student, teacher, parent and administrator | |
| <u>Level 3</u> Severe hitting Threats of violence Severe harassment | 5 inside lunch/recess detentions no extra-curricular activities -student calls parent -step on behaviour report | 1 day ISS 2 weeks of no extra-curricular activities -student calls parent -step on behaviour report | - immediate ISS until IBP is developed with student, teacher, parent and administrator -student calls parent -step on behaviour report | 3 days OSS board review | |

ISS – in school suspension

OSS – out of school suspension

IBP – individual behaviour plan