



Ashfield Boys' High School  
Anti-Bullying Policy (Draft)

Reviewed September 2016

## Statement of Intent

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.

## Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should 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.
- Bullying will not be tolerated.

## Defining Bullying

The term bullying refers to a range of harmful behaviour, both physical and psychological. 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.

At Ashfield Boys' High School we use the NIABF definition of bullying as being 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.

## Forms of Bullying

Bullying can be –

- Physical bullying – includes jostling, physical intimidation, interfering with personal property, punching/kicking any other physical contact which may include the use of weapons
- Verbal bullying – includes name calling, insults, jokes, threats, spreading rumours
- Indirect bullying – includes isolation, refusal to work with/ talk to/ play with/ help others.
- Disability – related to perceived or actual disability.
- Cyber – through technology such as mobile phones and internet.

- Homophobic – related to perceived or actual sexual orientation.
- Racist – related to skin colour, culture and religion.
- Sectarian – related to religious belief and/or political opinion.

## **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a target of bullying. Everybody has the right to be treated with respect. Pupils who display bullying behaviours need to learn different ways of behaving.

As a school we have a responsibility to respond promptly and effectively to instances of bullying.

## **Signs and Symptoms**

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:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- 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 which are damaged or " go missing"
- asks for money or starts stealing money (to pay the person displaying bullying behaviour)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

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

## **Staff Responsibilities in preventing and dealing with bullying type behaviour**

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Be alert to signs of distress and other possible indications of bullying
- Listen to children who have been bullied, take what they say seriously and act promptly by reporting any concerns to the boy's HOY who will investigate as per protocol.

## **Pupil Responsibilities in preventing and dealing with bullying type behaviour**

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity
- Intervene to protect the pupil who is the target of bullying behaviour, unless it is unsafe to do so
- Report to a member of staff any witnessed or suspected instances of bullying behaviour, to dispel any climate of secrecy and help to prevent further instances
- Anyone who becomes the target of bullying behaviour should not suffer in silence, but have the courage to speak to staff and be confident that it will be dealt with promptly, putting an end to their own suffering and that of other potential targets.

## **Parent Responsibilities in preventing and dealing with bullying type behaviour**

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying behaviour to their Head of Year and explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and for other pupils
- Advising their children not to retaliate violently to any form of bullying behaviour
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken
- Keeping a written record of any reported instances of bullying behaviour
- Informing the school of any suspected bullying behaviour, even if their children are not involved
- Co-operating with the school, if their children are accused of bullying type behaviour, try to ascertain the truth, and point out the implications of bullying behaviour, both for the children who are the targets of bullying behaviour and for the pupils displaying bullying behaviour.

## **Protocol for dealing with bullying related incidents/ concerns**

Once an alleged bullying incident has occurred:

1. Report initial concerns to appropriate HOY.
2. HOY to gather and clarify the facts before checking that the behaviour constitutes bullying as defined in this policy and check records for any previous incidents.
3. HOY to complete the **Bullying Concern Assessment Form** (Appendix A) and discuss with Counselling Coordinator.
4. HOY/ Counselling Coordinator should agree on the level of severity taking account of the detail in Appendix B.
5. On the basis of this initial assessment an appropriate intervention(s) from the Intervention Levels (see p16-19 of Northern Ireland Anti-Bullying Form produced resource Effective Responses to Bullying Behaviour) will be chosen by the Counselling Coordinator and HOY. This is to be recorded in Part 2.2 of the NIABF resource pack. Sanctions identified in the school's Positive Behaviour Policy may also be deemed appropriate in dealing with these incidents.
6. The Counselling Coordinator is to identify the appropriate intervention for the pupil who has been the target of the bullying behaviour and record in Part 2 **Details of interventions to be implemented in response** form in NIABF resource pack.
7. The detail of the incident, interventions for the target of the bullying behaviour and interventions for pupil displaying bullying behaviour will be communicated to the parents of the targeted pupil by the HOY.
8. The detail of the incident and interventions will be communicated to the parents of the pupil displaying bullying behaviour.
9. Counselling Coordinator to monitor and evaluate the on-going effectiveness of the chosen intervention/strategy and record in Part 3 of the NIABF resource pack.
10. The completed assessment and intervention forms are to be retained by the Counselling Coordinator and the detail of the incident/s is to be recorded on SIMS by the HOY.

## **Prevention**

Bullying, its effects and consequences are dealt with through the delivery of LLW and RE through the Barnardos All Stars programme.

The school's messages regarding bullying are reinforced through our Anti-Bullying Charter, in assemblies and National Anti-Bullying Week.

## **On-going effective management of bullying incidents**

A report on bullying incidents within the school will be included every term in the Pastoral Care update to the CLT and annually to the BOG. These reports should inform and guide the on-going review and development of the school's Anti-Bullying Policy, procedures and practice.

## Appendix A

### Bullying Concern Assessment Form

Date \_\_\_\_\_

At Ashfield Boys' High School we use the NIABF definition of bullying as being 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.

	Name/s	Gender M/F	Year Group
Person/s reporting concern			
Name of targeted pupil/s			
Name of pupil/s involved			
Does the behaviour involve – <ul style="list-style-type: none"> <li>- Individual to individual 1:1</li> <li>- Individual to group</li> <li>- Group to individual</li> <li>- Group to group</li> </ul>			
<b>Type of incident and theme (if applicable)</b> <ul style="list-style-type: none"> <li>- Physical bullying – includes jostling, physical intimidation, interfering with personal property, punching/kicking any other physical contact which may include the use of weapons</li> <li>- Verbal bullying – includes name calling, insults, jokes, threats, spreading rumours</li> <li>- Indirect bullying – includes isolation, refusal to work with/ talk to/ play with/ help others.</li> <li>- Disability – related to perceived or actual disability.</li> <li>- Cyber – through technology such as mobile phones and internet.</li> <li>- Homophobic – related to perceived or actual sexual orientation.</li> <li>- Racist – related to skin colour, culture and religion.</li> <li>- Sectarian – related to religious belief and/or political opinion.</li> </ul>			
Is there a persistence/ recurrence of this behaviour?		Yes/ No	
Is it targeted behaviour?		Yes/ No	
Is there a power imbalance?		Yes/ No	
Is it intentionally hurtful behaviour?		Yes/ No	
Does this incident meet Ashfield Boys' High School's definition of bullying? Yes/ No			

Check records for previously recorded incidents. Relevant detail -

**Outline of incident/s.** Attach all written accounts/ drawings of incident/s completed by bullied pupil, witnesses including date/s of events, if known and SIMS record.

## Appendix B

### Determining the level of severity of bullying behaviours

Take account of the following when determining the severity of bullying behaviours –

- **The nature of the bullying behaviour** – for example deliberate teasing, excluding or hitting. There is a tendency among those who have a duty to 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 of the bullying behaviour.