



SLEMISH
C O L L E G E
REVERENTIA INTELLECTIO VERITAS

ANTI-BULLYING POLICY

‘Children who are worried about being bullied or who see their friends being bullied have a hard time concentrating on learning.’

M. Elliot *Bullying - a practical guide to coping for schools (1991)*

‘It is clear that bullying can blight the life of many pupils who experience it, while those pupils who get away with bullying others are learning values at odds with any proper preparation for citizenship.’

P.K. Smith & S. Sharp *School Bullying (1994)*

Slemish College Policies & Guidelines – Anti Bullying

Slemish College welcomes students of all traditions and abilities, to learn together in a caring school community where self-worth and mutual respect are highly valued. In partnership with parents, we seek to offer opportunities for individual success while promoting excellence in education for all.

ANTI-BULLYING POLICY

Rationale

Bullying is the wilful conscious desire to physically or emotionally hurt another person or to put him or her under stress. It is characterised by the dominance of the powerful over the powerless in whatever context.

A bully is a person who regularly causes suffering to others by any word or deed.

The governors of Slemish College acknowledge that students and staff of the college have the right to live their lives in peace and safety so that they can get on with their work. They have the right also to be treated and respected as individuals.

Purposes

- To create and maintain a calm and supportive school environment where effective teaching and learning can take place.
- To support the victim/victims of bullying.
- To provide a whole school structure to identify and deal with negative and devaluing behaviour.

Guidelines

- Make students aware of what bullying involves.
 - Remind students of their rights and responsibilities.
 - Make sure that students and staff know how to seek support if their rights are being violated.
 - Encourage students to help and respect each other.
 - Encourage students to talk about any problems they are experiencing.
 - Ask parents to discuss any problems they know or suspect their child is having.
 - Discuss problems and incidents fully with all concerned.
 - Apply fair, firm and consistent sanctions.
 - Carefully monitor any incidents of bullying.
 - Seek the involvement of outside professional agencies if and when necessary.
- Inform parents of the repetition of any unacceptable behaviour.

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Staff Policy

- Whoever is approached must arrange a time to discuss the problem and ensure that the student is seen before the end of the school day.
- Use ‘Guidelines for dealing with negative and devaluing behaviour’ and appropriate ‘Incident Sheet’.
- Inform Form Tutor and Year Head of victim and bully and when necessary a Senior Member of staff with responsibility for Behaviour Management.
- Problems outside the school grounds are not our responsibility, nevertheless the member of staff involved should take the necessary steps to ensure the safe return home of the victim.

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GUIDELINES FOR DEALING WITH NEGATIVE AND DEVALUING BEHAVIOUR

Negative and devaluing behaviour often targets gender, race, special needs, religion, ethnic/national origins.

The process of dealing effectively with such behaviour includes the following sequence of events:

- A Identifying the behaviour
- B Dealing with the instigator
- C Supporting the victim
- D Considering the effect on the school and community
- E Monitoring incidents

A Identifying the behaviour

- 1 Physical assault
- 2 Derogatory name calling, insults and jokes
- 3 Offensive graffiti
- 4 Verbal abuse
- 5 Derogatory or offensive comments in the course of a discussion/lesson
- 6 Ridicule of individual for differences, e.g. dress/food/accent
- 7 Refusal to cooperate with others because of ethnicity, language, gender or special need
- 8 A written version of events from witness or witnesses

B Dealing with the instigator

- 1 Instigator gives own written version of event
- 2 Reprimand
- 3 Loss of privilege or reward
- 4 Parent informed
- 5 Sanction

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6 Physical guidance/restraint

7 Time out

C Supporting the victim

1 Immediate attention from responsible adult

2 Victim gives own written version of the event

3 Express attitude of school towards such behaviour

4 Action explained

5 In serious cases head or named person meets parents to explain action taken and discuss as appropriate

D Considering the effect on the school and community

1 Offensive graffiti removed immediately (decide who is responsible for removal before procedures implemented)

2 Matters of serious nature discussed with all the staff

3 Students informed, in assembly, about matters of a serious nature in order to dispel rumour and hearsay

E Monitoring of incidents

1 To obtain a full picture of frequency and nature of incidents

2 To measure the effectiveness of methods used in responding to incidents

3 To provide a statistical base for analysis of incidents

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BULLYING INCIDENT SHEET

Instigator: _____

Victim: _____

Witnesses: _____

Place of Incident: _____

Date and Time of Incident: _____

A	Behaviour	1	2	3	4	5	6	7	8
B	Instigator	1	2	3	4	5	6	7	
C	Victim	1	2	3	4	5			
D	Effect on School	1	2	3					
E	Category	race		gender		special needs			
		religion				ethnic/national origins			
F	Other Comments								

Reporter's Name: _____

Staple reports and other separate information to this sheet