

Gracefield School's Bullying Prevention Procedures



Procedures

1. Gracefield acknowledges that there will be times when children bully each other at school. However it is the school's responsibility to ensure that whenever possible, children are provided with a safe environment.
2. All reported incidents of bullying will be taken seriously and followed up as appropriate.
3. All students at Gracefield will be taught through their classroom programmes, strategies for dealing with bullying.
4. Specific criteria will be used to determine whether a situation involved bullying. The following criteria will be used:
 - a. the action is deliberately hurtful, either emotionally, verbally or physically
 - b. the action is repeated to one or a range of people
 - c. the person being bullied finds it difficult to defend themselves against the bully
 - d. the actions result in harm to the person being bullied
5. Accurate data will be kept on the school's student management system so the number of instances can be easily tracked.
6. The parents of a child who has been caught displaying the above criteria for bullying will be informed and their support sought to change the behaviour (both children).
7. Children identified as being at risk of bullying others will be provided with programmes and strategies to change their behaviour. The emphasis of these programmes will be on helping bullies, not punishing them and will be in line with the school's Steps for Success.
8. Restorative practice will be used as the primary tool to work with the perpetrator and in repairing the harm done.
9. Cyberbullying is recognised as a risk at Gracefield. All Yr 4, 5 and 6 Students are provided with strategies for identifying cyberbullying and taught where they can seek help if needed.
10. Where appropriate, students identified as being victims will be reminded of the strategies they have learnt with their classes. If the child is showing signs of physical aggression or emotional stress, their parents will be contacted.

11. If an issue is raised by a parent, it is the school's responsibility to investigate each incident and report back findings to the parents as soon as possible.
12. Children need to know it is okay to tell someone they are being bullied. While it is good they tell their parents, it is absolutely necessary they tell their class teacher first. This will be promoted in classroom programmes and through the use of posters and screensavers throughout the school.
13. Outside agencies will be contacted to support staff if a child continues to display bullying behaviour.

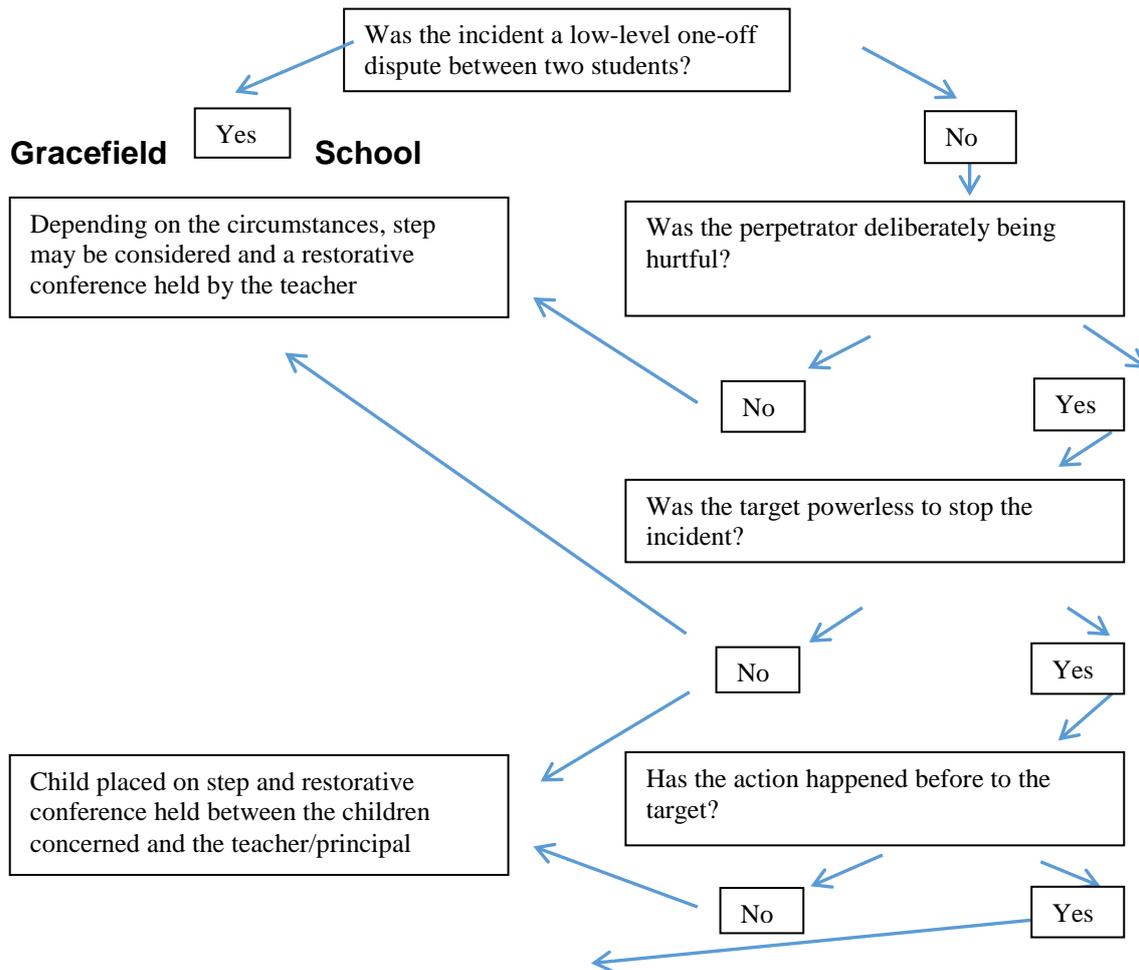
Approved May 2017

Principal _____

Chairperson _____

Gracefield School

Bullying Assessment Flow Chart



Use the descriptors below to decide whether the bullying is moderate, major or severe and then use the appropriate *Action Required* box.

<p>Moderate</p> <p>Low-level physical harm or threats of intimidation. Target showing some signs of stress and clearly would like the incidents to stop</p>	<p>Major</p> <p>Physical threats and intimidation and or some hurtful physical actions Target likely to cope well with appropriate actions and additional school-based support</p>	<p>Severe</p> <p>Harmful physical actions requiring medical attention. Target vulnerable and/or likely to need ongoing or intensive support from either in school or specialist support</p>
<p>Action required</p> <p>Child placed on appropriate level of step. Restorative session held by principal with all students concerned</p>	<p>Action required</p> <p>Child placed on appropriate level of step. Restorative session held by principal with parents of both the perpetrator and target</p>	<p>Action required</p> <p>Outside agencies sought for support. Action dependent on negotiations with parents and these agencies.</p>

The No Blame Approach to Bullying

Adapted from the No Blame Approach by Barbara Maines and George Robinson

Philosophy

It is far more effective to build empathy when a child bullies than to punish. This programme aims to do this.

The purpose of the programme is to change children who have a history of bullying others. At the same time it also looks to make coming to school a more enjoyable experience for children who have been bullied.

The Process

Step 1- meet with the victim

When a bully is identified (see Bullying Prevention Procedures) the victim is spoken to by the principal. The purpose of this conversation is to record the feelings the victim has when he or she is being bullied by this person. The focus is not on specific events, rather how the whole thing makes them feel. They could record this in writing or by drawing a picture.

Step 2 - convene a meeting with the people involved

The principal arranges to meet with a group of pupils who have been involved. This will include the bully and other students who are articulate and have a sense of fairness. They know the difference between right and wrong. Total number of students in the group is between six and eight.

Step 3 - explain the problem

The principal tells the students about the way the victim is feeling and could read the piece of writing or show the picture to emphasise the level of distress. At no time are the details of the incident discussed or blame allocated to any child or group.

Step 4 - share responsibility

The principal states that he believes that we are all responsible for the welfare of children at our school. He asks for help from this group to come up with suggestions to help the victim.

Step 5 - ideas are collated

Each member of the group is encouraged to suggest a way in which the victim could be helped to be happier at our school. These are recorded.

Step 6 - leave it up to them

The principal ends the meeting by passing over the responsibility to the group to solve the problem. A time is booked for the following week so the children know there will be follow through to see how these ideas are going.

Step 7 - meet with them again

The following week at a designated time, the principal discusses with each student, including the victim (separately), how things have been going. This allows the principal to monitor the bullying and keeps the students involved in the process