



Castle Rushen High School

Anti-Bullying Policy



Ard-scoil Chashtal Rushen

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Introduction

Castle Rushen High School is committed to creating and sustaining a safe, positive and inclusive environment for all pupils, staff and parents/carers. Castle Rushen further aims to promote children's fitness, health and wellbeing.

The school is part of the wider community and its members have the right to be protected from any bullying behaviour, particularly that of a criminal nature such as harassment and physical assault. We regard bullying as particularly serious and will take firm action against it. We encourage children to work against it and to report any incidents of bullying. Bullying can be physical, verbal or emotional by a single person or a group.

Staff, students and parents have contributed to the development of this policy.

Policy Aims

The aim of the policy is to prevent and deal with any behaviour defined as bullying, and to promote an ethos at Castle Rushen High School where bullying is regarded as unacceptable. The actions detailed in this policy are designed to support school staff and pupils to create a safe and secure environment in which everyone is able to teach, learn and work.

Definition of Bullying

Bullying refers to a range of harmful behaviour, either physical, psychological or both. All bullying behaviour usually has the following four features. **For the purpose of our school policy, we will decide whether an action is bullying based on the extent to which it includes one or more of the following elements of bullying:**

- It is repetitive and persistent — though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating. This is particularly the case with racist bullying
- It is intentionally harmful — though occasionally the distress it causes is not consciously intended by all of those who are responsible
- It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it
- It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end

When this is repeated over a period of time, it becomes bullying.

Castle Rushen High School does not tolerate deliberate behaviour such as:

- Intimidating, hurtful and aggressive behaviour
- Physical aggression such as hitting or kicking
- Emotional aggression such as name calling, making offensive remarks, spreading rumours, spreading malicious gossip, excluding from social groups
- Offensive remarks or insulting language relating to ethnic origin, nationality, race, colour sexual orientation or disability
- Malicious or irresponsible use of e-mail, social media and mobile phones or other devices



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Several of these behaviours plainly involve the use of words. However, they may be non-verbal, involving body language, gesture and facial expression. Non-verbal behaviours can be just as hurtful and intimidating as those that involve abusive language.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the “bystanders” or “accessories”.

In the cyber bullying, bystanders can easily become perpetrators – by passing on or showing to others images designed to humiliate or taking part in online polls or discussion groups. Students may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. They will be made aware that their actions can have severe and distressing consequences and that participating in such activity will not be tolerated.

Associated Issues

Research indicates there are consistent issues related to bullying:

- A large part of the motivation, for bullying, is to demonstrate power by creating fear and to gain a sense of being 'respected' by peers
- It often happens that young people who engage in bullying have themselves been bullied in the past. Further, they may feel powerless in their current circumstances and are compensating for this by intimidating, or trying to intimidate, others
- Bullying can be painfully obvious, but also can be surreptitious and subtle, and difficult to prove
- Boys more often use direct physical bullying and threats of physical bullying, whereas exclusion from friendship groups is more common among girls. In recent years, however, there has been an increase in violence amongst girls
- An individual can perpetrate bullying, one-on-one, or by a group on one individual or by a group on another group
- Bystanders often show tacit acceptance or approval, and in consequence people at the receiving end see them as part of what they are up against
- Bullying within a school is sometimes directly related to, and a consequence of, tensions and feuds within and between groups, families and communities in the local neighbourhood

What Bullying Is Not

- Falling out with people
- Short arguments
- A fight or quarrel between children of equal power or strength
- Friends breaking up
- Occasional teasing
- Bossing others around
- Boisterous behaviour

Responding to Bullying

The first and most important message we wish to instil in all children is that they must report incidences of bullying to a member of staff or other responsible adult. Other children not subject to bullying but aware of it happening will be encouraged to report incidences to adults too.

This approach is a ‘problem solving’ approach. All serious incidents should be reported immediately. Sanctions can be applied in line with the principles set out in the CRHS Behaviour Policy.



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All confirmed incidents of bullying behaviour will be recorded so that an overview is kept of the frequency of bullying in the school and of all incidents involving individual or groups of children so that any patterns can be identified.

Evidence to support conclusions relating to how effective the school has been in dealing with bullying will be through scrutiny of the behaviour log, review of comments made by parents, staff and children relating to bullying.

Staff who may be concerned about bullying may be directed to the 'Isle of Man Government's 'Prevention of Bullying, Harassment and Victimisation at work' Policy which can be found on the gov.im website.

Information may be shared with the Safer School Policing Team to help promote a cohesive community, and in some cases for an agreed joint response.

Reporting Bullying at school

When a member of staff becomes aware of bullying the incident **MUST** be recorded in SIMS as bullying so that patterns can be monitored. Following their review of these guidelines, School Council recommended that cases of cyberbullying are addressed in school as well as at home when they result in issues at school.

Bullying can be reported to staff in a number of ways:

1. Speak directly to any member of staff, usually Form Tutor, asking them to record the details with you or for you using Appendix 1 as a guideline. The member of staff is to ensure this is noted on SIMS. Please be sure to tell staff that you are specifically reporting bullying, rather than an incident that they can deal with immediately
2. Speak with the Listening Service, who may be able to help you to resolve any issues
3. Parent/Guardian/Responsible Adult informs school
4. Making a comment via the Anti-Bullying Boxes maintained by the School Council

It is important to include as much information as possible, such as dates, times, witnesses etc. This can be done anonymously if preferred, but will mean that staff will be unable to report back to individuals directly when incidents have been followed up.

Details are recorded on SIMS and are passed to the appropriate member(s) of staff to deal with. This could be the form tutor, a member of the Pastoral team or other member of staff.

Action Taken by the school

Castle Rushen High School treats incidents of bullying seriously and will deal with them in a timely manner in order to resolve as quickly as possible.

The school may respond in several ways, depending upon the incident.

Staff may:

- Initiate a Stage 4 after school conversation to discuss bullying behaviours
- Detain a student during break or part of lunchtime
- Contact parents/carers
- Make the perpetrator aware of the hurt and distress caused by their actions or allow the victim's feelings to be expressed if appropriate
- Require a student to remain under supervision at break and/or lunchtimes



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- Ask parents/carers to take a student home
- Involve outside agencies
- There are a number of ways a student who has been bullied may be supported by the school (see Appendix 2)

Key Stage Leaders will check that there have been no repeated incidents of bullying when reviewing the weekly behaviour profiles. Repeated incidents will be clear when bullying reports are run from SIMs.

Awareness Raising and Implementation of the policy

At Castle Rushen High School we believe that prevention is better than cure. The principle of prevention will be addressed by raising awareness throughout our school in a number of ways (see Appendix 3).



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APPENDIX 1: BULLYING RECORD AND INFORMATION FORM

Victim's Name _____ Tutor Group _____

Reporter's name _____

Time of Incident _____ Date of Incident _____ Location of Incident _____

Please list the name(s) of the aggressor(s)

_____	_____
_____	_____
_____	_____

Please record the details of the incident, giving as much detail as possible:

Names of any witnesses:

_____	_____
_____	_____

Please record details of any outcomes (if applicable):

Staff Name _____



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APPENDIX 2: SUPPORTIVE STEPS TAKEN BY THE SCHOOL

The school may respond in several ways, depending on the needs of the student concerned.

- The Form Tutor or investigating teacher will determine the needs of the student at the pupil interview stage. If, in the view of the student and teacher, they do not require additional support, the Form Teacher will monitor the situation
- The Form Teacher may choose to refer the student to the Listening Service for additional support. This should be indicated on the Bullying Investigation Form and a referral to the Listening Service completed
- The School Nurse or other health professional may be offered as an independent source of counselling. Referrals may be made through Reception and must have parental consent
- Mediation between the perpetrator and the victim may be offered if appropriate
- If the victim is persistently targeted by other students, they will be offered the opportunity to access social and emotional support, building self-esteem and resilience through a 6 week (1 session per week) programme called 'Beat the Bullies'. This will be facilitated by the Listening Service (in consultation with the Form Tutor, student and parents)
- If continuing behaviour is affecting the education and welfare of a student, other agencies may be asked to assist. This might include CAMHS, Youth Service or Special Needs and Psychology Services
- With regard to the perpetrator, the Form Tutor or investigating teacher will determine what course of action should be taken to modify their behaviour. This could include a form of sanction and/or access to the Listening Service or another support structure



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APPENDIX 3: AWARENESS RAISING AND IMPLEMENTATION OF THE POLICY

- All students, staff (teaching and non-teaching), governors, parents and members of the wider school community are made aware of the CRHS anti-bullying policy by a variety of methods for example:

Life Skills and other curriculum opportunities
Assemblies
School Website
School Council Meetings
Staff INSET
Governor's meetings/reports

- At whole school level – through assemblies when students will be informed of the school's policy and the actions that will be taken to prevent bullying taking place. Assembly time will also be used to challenge the notion that there can be innocent, neutral bystanders with regards to the issue of bullying
- Students will be reminded of our policy regularly through life skills, tutor time, assemblies and through the display of a summary poster at various points around school
- Anti-Bullying Week in November will be used as an opportunity to raise the profile of this issue
- At classroom level – especially through life skills, tutorial time the focus will be on developing strong anti-bullying messages to ensure that all students recognise that all forms of bullying are unacceptable and understand the effects of bullying upon the victims. Stereotypical views will be challenged and students encouraged to appreciate and view positively the differences in others whether arising from race, culture, gender, sexuality, ability or disability
- Castle Rushen High School recognises that there are particular times when students may be more vulnerable to bullying – lunch, break times, beginning and end of the school day. Duty arrangements are made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents
- Students will have the opportunity to contribute to the school's Anti-Bullying Policy through the School Council