

Anti-bullying and Harassment

Principles and Procedures

Prevention	1
Principles when Dealing with Allegations of Bullying, Harassment or Aggression	1
Guidelines on How to Deal with Allegations of Bullying, Harassment or Aggression	2
References and Endnotes	2
Fast Tracking Procedure Form (Primary School)	3
Fast Tracking Procedure Form (Secondary School)	4

Prevention

Counsellors, Personal Social Health Education (PSHE) teachers, class teachers/form tutors, subject teachers, educators, Phase-level Leaders and Principals are all involved in:

- Preventative education, with regard to aggression, bullying and harassment;
- The development of students' social skills, ability to resolve conflict and resilience.

Principles when Dealing with Allegations of Bullying, Harassment or Aggression

All allegations will be taken seriously. Incidents will be dealt with on a case-by-case basis, in accordance with the following principles:

- Avoidance of “Bully language” (& labelling)ⁱ while investigating allegations
- Understanding that broad definitions of bullying can inhibit resilience and encourage “victimhood”ⁱⁱ
- Avoidance of behaviour expectations beyond a child's/young person's developmental capacityⁱⁱⁱ
- Avoidance of a “fixed mindset”^{iv}
- Tackling bullying/harassment or aggression through “GRIT”:
 - **Growth Mindset** (a perspective that allows us to think flexibly about interpersonal problems, believing in the promise and power of change and resilience, where failure is an action, not an identity)^v)
 - **Responding, rather than reacting** (“Responding [...] is the ability to tolerate strong and disturbing emotions and situations and taking the time to think things through”^{vi})
 - **Intervention** (“discerning when and how to intervene, and what is the appropriate discipline needed”^{vii})
 - **Teaching** (“to be instructed specifically on resilience, seeking support, and managing adversity”^{viii})
- Listening to all sides with openness
- Ensuring safety
- Understanding that children/young people make mistakes and this is part of their learning process
- Exercising empathy and compassion for all parties
- Considering context
- Understanding that people can unwittingly contribute to their own situation
- Providing a realistic view of behaviour through accurate mirroring
- Promoting resilience
- Allowing people to come up with their own solutions
- Focusing on behaviour rather than people and character
- Differentiating between feelings and facts
- Supporting those in need of support
- Employing the “3 Cs” rule with consequences (sanctions): **Clarity, consistency and positive change**
- Allowing time for reflection and giving guidance for this
- Finding long-term solutions, resulting in personal growth

Guidelines on How to Deal with Allegations of Bullying, Harassment or Aggression

Students are encouraged to confide in a trusted adult who should inform the Phase-level Leader (PLL) within 24 hours. The PLL investigates and deals with the issue, in accordance with the philosophy, above. The Counsellor can be involved in follow-up support of the student (responsive services) and in support of the PLL.

Parents/staff members are encouraged to inform the class teacher/form tutor, if concerned that a student might be the target of bullying, harassment or aggression. The class teacher/form teacher should inform the PLL as soon as possible.

Parents/staff members are encouraged to take allegations concerning adults to a member of the Works Council and/or a member of the Management Team. The management team and/or the member of the Works Council will investigate the allegation(s), in accordance with the philosophy above. The Management Team will deal with the issue in accordance with the philosophy above and the school's grievance policy, as appropriate. The Counsellor is available to provide support throughout the process although s/he should not investigate the allegation(s).

REFERENCES

"Bully Nation", Susan Eva Porter, Paragon House, 2013

ENDNOTES

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- i "Bully Nation", Susan Eva Porter, 2013, p. 1
 - ii Ibid, p. 45
 - iii Ibid, p. 115
 - iv Ibid, p. 38
 - v Ibid, p. 38 & p. 142
 - vi Ibid, p. 142
 - vii Ibid, p. 142
 - viii Ibid, p. 142

Fast Tracking Procedure Form Primary School

Date: _____

Teacher: _____

Students involved: _____

Allegation by <u>Victim/Target</u>	Allegation by <u>Parent</u>	Allegation by <u>Witness</u>
<p><u>Communication</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher/educator asks alleged victim/target to <u>write an account</u> of what has happened, including facts, dates, names etc. <input type="checkbox"/> Teacher/educator passes alleged victim/target account(s) to CT/PLL/HL/Principal 	<p><u>Communication</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher/educator <u>writes an account</u> of parent allegation (if this is made verbally) or prints out parent e-mail or photocopies parent letter <input type="checkbox"/> Teacher/educator passes parent account to PLL/HL/Principal 	<p><u>Communication</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher/educator asks witness to <u>write an account</u> of what has happened, including facts, dates, names etc. <input type="checkbox"/> Teacher/educator passes witness account(s) to PLL/HL/Principal
<p><u>Investigation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PLL/HL & Principal decide on investigation <input type="checkbox"/> PLL/HL informs class teacher of allegation, gathers information & phones or e-mails parent <input type="checkbox"/> PLL/HL/Principal interviews alleged victim(s)/target(s) <input type="checkbox"/> PLL/HL/Principal interviews alleged perpetrator(s) <input type="checkbox"/> PLL/HL/Principal interviews witnesses 	<p><u>Investigation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PLL/HL & Principal decide on investigation <input type="checkbox"/> PLL/HL informs class teacher of allegation, gathers information & phones or e-mails parent <input type="checkbox"/> PLL/HL/Principal interviews alleged victim(s)/target(s) <input type="checkbox"/> PLL/HL/Principal interviews alleged perpetrator(s) <input type="checkbox"/> PLL/HL/Principal interviews witnesses 	<p><u>Investigation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PLL/HL & Principal decide on investigation <input type="checkbox"/> PLL informs class teacher of allegation & gathers information <input type="checkbox"/> PLL/HL/Principal interviews alleged victim(s)/ target(s) <input type="checkbox"/> PLL/HL/Principal interviews alleged perpetrator(s) <input type="checkbox"/> PLL/HL/Principal interviews witnesses
<p><u>Action</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PLL/HL & Principal review investigation results & decide on actions <input type="checkbox"/> PLL/HL/Principal inform class teacher & Parent (& Head of School) <input type="checkbox"/> Actions are taken <input type="checkbox"/> Counsellor involved in follow up 	<p><u>Action</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PLL/HL & Principal review investigation results & decide on actions <input type="checkbox"/> PLL/HL/Principal inform class teacher, & Parent (& Head of School) <input type="checkbox"/> Actions are taken <input type="checkbox"/> Counsellor involved in follow up 	<p><u>Action</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PLL/HL & Principal review investigation results & decide on actions <input type="checkbox"/> PLL/HL/Principal inform class teacher, & Parent (& Head of School) <input type="checkbox"/> Actions are taken <input type="checkbox"/> Counsellor involved in follow up

Fast Tracking Procedure Form Secondary School

Date: _____

Teacher: _____

Students involved: _____

Allegation by <u>Victim/Target</u>	Allegation by <u>Parent</u>	Allegation by <u>Witness</u>
<p><u>Communication</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher asks alleged victim/target to <u>write an account</u> of what has happened, including facts, dates, names etc. <input type="checkbox"/> Teacher passes alleged victim/target account(s) to PLL/Principal 	<p><u>Communication</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher <u>writes an account</u> of parent allegation (if this is made verbally) or prints out parent e-mail or photocopies parent letter <input type="checkbox"/> Teacher passes parent account to PLL/Principal 	<p><u>Communication</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher asks witness to <u>write an account</u> of what has happened, including facts, dates, names etc <input type="checkbox"/> Teacher passes witness account(s) to PLL/Principal
<p><u>Investigation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PLL & Principal decide on investigation <input type="checkbox"/> PLL informs Tutor(s) of allegation, gathers information & phones or e-mails parent <input type="checkbox"/> PLL/Principal interviews alleged victim(s)/target(s) <input type="checkbox"/> PLL/Principal interviews alleged perpetrator(s) <input type="checkbox"/> PLL/Principal interviews witnesses 	<p><u>Investigation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PLL & Principal decide on investigation <input type="checkbox"/> PLL informs Tutor(s) of allegation, gathers information & phones or e-mails parent <input type="checkbox"/> PLL/Principal interviews alleged victim(s)/target(s) <input type="checkbox"/> PLL/Principal interviews alleged perpetrator(s) <input type="checkbox"/> PLL/Principal interviews witnesses 	<p><u>Investigation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PLL & Principal decide on investigation <input type="checkbox"/> PLL informs Tutor(s) of allegation & gathers information <input type="checkbox"/> PLL/Principal interviews alleged victim(s)/target(s) <input type="checkbox"/> PLL/Principal interviews alleged perpetrator(s) <input type="checkbox"/> PLL/Principal interviews witnesses
<p><u>Action</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PLL & Principal review investigation results & decide on actions <input type="checkbox"/> PLL/Principal inform Teacher, Tutor(s) & Parent (& Head of School) <input type="checkbox"/> Actions are taken <input type="checkbox"/> Counsellor involved in follow up 	<p><u>Action</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PLL & Principal review investigation results & decide on actions <input type="checkbox"/> PLL/Principal inform Teacher, Tutor(s) & Parent (& Head of School) <input type="checkbox"/> Actions are taken <input type="checkbox"/> Counsellor involved in follow up 	<p><u>Action</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PLL & Principal review investigation results & decide on actions <input type="checkbox"/> PLL/Principal inform Teacher, Tutor(s) & Parent (& Head of School) <input type="checkbox"/> Actions are taken <input type="checkbox"/> Counsellor involved in follow up