

Hadley Junior High School and Philemon Wright High School
Anti-Bullying and Violence Prevention Plan and School Assessment
School Year: 2016-2017 Principal: Dodie Payne
Date: September 30th, 2016

Section 1: In-School Committee

Anti-Bullying and Anti-Violence Committee struck (Date): September 2016		
Member	School Role	Signature
Dodie Payne	Principal	
Bill Rosseel	Vice-Principal	
Terri McPhail	Vice-Principal	
Tracey Walker	Teacher	
Andrew Leach	Teacher	
Pierre Grosso	Teacher	
Kristie Lapratte	Teacher	
Darlene Doucet	Special Education Technician	
Amanda Eaton	Teacher	
Catia Valela	Teacher	
Adam Leclair	Teacher	
John Russell	School Life Coordinator	

Section 2: Must-Do Actions

	ACTION	Date	Person Responsible
1	EMERGENCY Preparedness Plan for the Year	August 2016	TM
2	SUPERVISION SCHEDULE for the Year	August 2016	TM
3	ABVP-Plan Presented to Governing Board	October 2016	DP
4	ABVP-Plan Approved by GB	October 2016	DP
5	Introduction to students – ABAV committee	September	Committee
6	ABVP-Plan Amended + Plan Re-Approved by GB	April 2015	DP
7	ABVP School Policy Approved by GB	April 2015	DP
8	ABVP Policy document(s) posted on the website	August 2014	DP
9	ABVP Assembly with students		DP
10	ABVP Committee evaluation of the AVBP-Plan	April 2016	DP
11	GB evaluation of the ABVP-Plan	April 2016	DP
12	Survey Students		DP/TM
13	Survey Parents		TM
14	Survey Staff		DP

Section 3: Analysis of Situation

Tell Them From Me Survey Results 2015/2016		
Grade Level	Bullying, exclusion, and harassment	Feel safe attending this school
Grade 7	21% of students were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 27%.	· 61% of students felt safe attending the school; the Canadian norm for these grades is 66%.
Grade 9	12% of students were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 23%.	72% of students felt safe attending the school; the Canadian norm for these grades is 63%.
Grade 10	25% of students were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 20%.	48% of students felt safe attending the school; the Canadian norm for these grades is 64%.

Section 4: Committee Mission and Vision

Committee Vision: That all students and staff are safe at school.

Committee Mission: Our mission is to report and respond to all acts of violence and bullying in our school. Our mission is to eliminate violence and bullying from our school experience.

Section 5: ABAV Goals for 2016/2017

Goals	Red/Yellow/ Green
<p>Goal #1: Student Voice : How can we promote student voice within our school?</p>	
<p>Strategy: A student government will be formed this year. Bill, Catia, Graeme, Adam will work on the formation, running and the student voice forum. We will ask the students how we can reach our 2 goals.</p>	
<p>Strategy: The journalism class will create a video on diversity or student voice. They will share with the whole school.</p>	
<p>Strategy: Different Campaigns will run with the students on different topics. We are One – We Schools</p> <ul style="list-style-type: none"> - Campaign "We Are One" (campaign month is March): "Learn about the experiences of people with disabilities and use technology to present an idea for making your community more accessible." We will be also be focusing on diversity and differences. This will also tie in to Canada's 150th anniversary. - Campaign "We Stand Together" (campaign month May, or possibly before): "Strengthen ties between all Canadians with 10 connection points that facilitate learning and dialogue on issues important to the relationship between Indigenous and non-Indigenous Canadians". We will be working with John on this campaign. - Campaign "We Are Silent" (campaign month February or March): "Sometimes, silence speaks volumes. This month, take a vow of silence to show support for kids whose voices are drowned out by issues like lack of access to education." Only the students who are part of the committee will be participating. We would also like to include bullying in this vow of silence, and put a big focus on that. 	
<p>Strategy: Danny Michel benefit concert to support our indigenous center</p>	
<p>Strategy: Forming a Rainbow Alliance. Provide an opportunity to be heard and some education. Listening to student voices and educating our school community.</p>	
<p>Strategy: Anti-Bullying week. Theme is Stand Up.</p>	
<p>Goal#2: Celebrating Diversity: How can we celebrate diversity within our school?</p>	
<p>Strategy: Wear Pink on Wednesdays. A visual reminder that treating everyone with respect is important to our school.</p>	
<p>Strategy: Grade 10 Ethics – challenge for students to educate the school community on diversity</p>	
<p>Strategy: Indigenous Success Plan – focus on education and student voice</p>	
<p>Strategy: UDL - Universal Design for Learning Bill and some teachers are working on a project</p>	
<p>Strategy: Canada’s 150th birthday celebration is focused on Diversity. Share materials and advertise.</p>	
<p>Strategy: Providing different activities at lunch for students to feel comfortable and to come together: Yoga, games room, Campaigns, Theatre group, Destination Imagination</p>	
<p>Strategy: Stone Soup – everyone brings a vegetable, students make a soup with the ingredients and shares a meal together</p>	

Section 6: Anti-Bullying and Violence Prevention Policy

Hadley Junior High School and Philemon Wright High School are committed to providing a safe, caring and harmonious environment that fosters respect for all members of the school community. Our schools aspire to fulfill a commitment to safer schools by fostering an atmosphere of respect, understanding, and encouragement between all who teach, work and learn in the school, so that the development and contribution of every individual can be acknowledged, and all can work together to benefit personal growth and the common good.

Section A. What is Bullying?

Dan Olweus, creator of the Olweus Bullying Prevention Program, provides this commonly accepted definition for bullying in his book, *Bullying at School: What We Know and What We Can Do*. The definition of "bullying behaviours" at Hadley and Philemon Wright is: "A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself."

This definition includes three important components:

1. Bullying is aggressive behavior that involves unwanted, negative actions.
2. Bullying involves a pattern of behavior repeated over time.
3. Bullying involves an imbalance of power or strength.

Section B. Types of Bullying

Bullying can take on many forms:

1. Verbal bullying including derogatory comments and name calling;
2. Bullying through social exclusion or isolation;
3. Physical bullying such as hitting, kicking, shoving, and spitting;
4. Bullying through lies and false rumors;
5. Having money or other things personal property/belongings/possessions taken or damaged by students who bully;
6. Being threatened or being forced to do things by students who bully;
7. Racial bullying;
8. Sexual bullying, harassment, unwanted advances, inappropriate touching; and
9. Cyber-bullying (bullying behavior via cell-phone, Internet, etc...).

Section C. School Community Responsibilities

At Hadley Junior High School and Philemon Wright High School there is a culture where effective programs and policies communicate to all students and staff the message that bullying-type behaviour will not be accepted or tolerated.

Responsibilities of staff:

- To act as appropriate role models for all staff and students;
- To take every precaution to ensure that students are supervised at all times;
- To reinforce the message that bullying is not accepted or tolerated;
- To be observant of signs of distress or suspected incidents of bullying;
- To treat all reports or observed incidences of bullying seriously by reporting them immediately to the appropriate administrator or to any staff member;
- To provide and foster an environment where students feel they can speak to staff about their concerns.

Responsibilities of students:

- To behave appropriately, respecting individual differences and diversity – to take a stand against bullying;
- To participate in anti-bullying peer and counseling groups;
- To attend anti-bullying information/training and support workshop/assemblies;
- To report and inform (parents/guardians, school staff, friends) if they are being bullied or if they see someone else being bullied – whether it occurs at school and away to and from school;
- To help someone who is being bullied by taking a stand – reporting and supporting;
- To stand up and help someone being bullied.

Responsibilities of parents:

- To watch for signs that their child may be the victim of bullying;
- To watch for signs that their child is exhibiting bullying behavior;
- To speak to the Youth Counsellor, Teacher, or the Administrator if their child is being bullied, or if they suspect that this is happening;
- To seek advice from the Youth Counselor and or Administrator if they suspect that their child is bullying others;
- To encourage open conversations with adults if they are bullied or suspect others are bullying
- To encourage their children to tell a responsible adult if they are bullied.

Students can expect that their concerns will be responded to by the school staff and that they will be provided with appropriate support (for both the victims of and those responsible for the behaviour).

Section D. Procedure for Reporting All Bullying-Type Behaviours

If someone witnesses what they believe to be bullying-type behaviours towards a member of our school community they can use the following steps as a guideline for action:

1. It is important to report any incidence of bullying. All students, staff and parents MUST report any incidents of bullying.
2. Document (in writing or via email) all incidents of bullying behaviours/violent behaviours (describe: a) what happened, b) between who, c) where it happened, d) when it happened, e) why it happened.
3. Bring the incident report to the attention of a teacher, counselor, or principal.
4. Reported incidents are investigated first by the Administration. The alleged student(s) committing the bullying-type behaviour and the victim are interviewed separately.
5. All potential witnesses are interviewed by the Administration.
6. ALL COMMUNICATIONS WITH Administration and staff are CONFIDENTIAL. NAMES of any victims/witnesses are never released.
7. Victims and/or parents are asked their perspective and their opinion on potential interventions by school staff before interventions take place.
8. If any degree of bullying has occurred the following action will be taken: support/consequences and counseling will be given as is appropriate to both the victim and the student(s).
9. Students, in particular senior students, involved in our mentoring program and teachers, can to assist in countering bullying.
10. All staff/students have a responsibility to maintain the safety and welfare of fellow students. This means we must all take this policy document seriously.

Section E: Follow-Up (All incidents of bullying are viewed as serious.)

1. We will support the victim in the following ways:
 - a) Offering immediate support and the opportunity to talk about the experience with a school counselor.
 - b) Informing the victim's parents/guardians (while also respecting the victims' privacy).
 - c) Offering continuing support as needed.
 - d) Incidents or reports of bullying will be documented.
 - e) Taking one or more of the steps described below to prevent the reoccurrence of bullying.
2. We will try to prevent a reoccurrence of bullying in the following ways:
 - a. Our schools provide a range of effective programs to ensure a safe and secure environment promoting personal growth and excellence in all students. Our goal is to develop confidence and self-esteem to empower students to take responsibility for themselves and their actions. As part of this, an anti-bullying and anti-violence message is consistently communicated to students.
 - b. Conducting on initial Investigation as outlined in Section D.
 - c. By making available to the student(s) counseling services.
 - d. Ensuring just and strict school consequences student(s) committing the bullying-type behaviour. The following are the disciplinary steps the school's Administration will follow:
 - i. Official warning to stop offending (verbal and written) to the students and parents.

- ii. A student may be automatically suspended from school if the act of bullying is considered severe regardless if there have been previous issues.
- iii. In the case of a serious incident of bullying, parents of both the victim and the student(s) committing the bullying-type behaviour are notified. The parents of both the victim and the student(s) committing the bullying-type behaviour are informed of the allegations and are also informed about the student's responses to these allegations (verbal and written).
- iv. If they do not stop engaging in bullying behaviours after any warning from school staff, students will be suspended from school.
- v. Students who bully others may face one or more of the following consequences:
 - Involvement in mediation;
 - Referral to the school counselor;
 - Parents will be contacted by the school;
 - Recommendation for an out-of-school assessment;
 - Referral to Gatineau Police;
 - Privileges will be withdrawn (e.g. exclusion from school, school activities, school services); and
 - Sanctions outlined in the School's Discipline Policy such as detention and suspension.

Note: The school will also refer to the Western Quebec School Board's "Safe Schools Policy".

Note: Please see Appendix A Bullying Reporting Form to be used by students and parents. Parents and students may also report an incident of bullying or any violent/hurtful incident students and parents by emailing concerns directly to unitedwelve@wqsb.qc.ca

Section 7: Plan Framework and Plan Assessment and Evaluation

We have designed this school anti-bullying assessment tool to assist our school with measuring our progress. Overall Assessment:

1. Good to Outstanding (Green) – The school is able to demonstrate effective anti-bullying and violence prevention plan, policy, strategies and consistent practice. The school is able to demonstrate data-driven progress in developing and reviewing its anti-bullying and violence prevention plan, policy, strategies and consistent practice and is actively working to address the priorities it has identified within a defined timeline.
2. In Need of Some Improvement (Yellow) - The school has recognised that it needs to address issues and has identified the key issues need to be addressed. It has an improvement strategy and action plan but, to date, progress is limited. Strategies are expected to be put in place.
3. In Need of Significant Improvement (Red) – The anti-bullying and violence prevention plan, policy, strategies and consistent practice need to be reviewed as a matter of urgency and there are significant issues relating to bullying that are not been addressed.

Impact Indicators Impact indicators specific to Quebec Bill 56 are in bold.	New Questions:	Date	Red/Yellow/Green
1) School Leadership/School Policy Specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature include.			
2) Follow-Through: A plan and follow-through of required follow-up on any report or complaint concerning an act of bullying or violence include.			
3) Data Collection and Analysis: An analysis of the situation prevailing at the school with respect to bullying and violence.			
4) Prevention: Preventative measures to put an end to all forms of bullying and violence in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic.			
5) Reporting/Responding: Procedures for reporting, or registering a complaint concerning, an act of bullying or violence and, more particularly, procedures for reporting the use of social media or communication technologies for cyber-bullying purposes.			
6) Actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence.			
7) Interventions Involving Students: Measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence.			
8) Supervisory or support measures for any student who is a victim of bullying or violence, for a witness and for the perpetrator.			
9) Working with Parents: Measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure environment.			
10) Staff Training and Development: Measures to develop competence for all staff in identifying, reporting and interventions to effectively and efficiently work with bullying situations.			
11) Learning Partnerships: Measures to develop learning and working relationships with outside organizations and other schools.			
Prior Concerns: •			

1) SCHOOL LEADERSHIP/SCHOOL POLICY

The Principal, school leadership team, and the In-School Committee ensure that there is a school culture / ethos that promotes respect for all and enhances emotional health and wellbeing. The school promotes healthy social behaviour and bullying is effectively addressed in the school's policies, strategies and practices. The school has an effective Anti-Bullying Policy that is owned, understood and implemented by all sections of the school community.

Evidence	Date	Red/Yellow/Green
Lead for bullying: Lead responsibility for bullying has been allocated to a member(s) of staff within the school's leadership structure and represents all constituents in a school community. (e.g. Anti-Bullying Committee).		
Coordinator: A member of staff has been given the responsibility for coordinating the school's anti-bullying work.		
Clear statement: The school's Anti-Bullying and Violence Prevention Policy makes a clear statement that bullying is always unacceptable, and that claims of bullying will always be taken seriously and acted upon with care.		
Anti-bullying Action Plan: The school has an Anti-Bullying and Violence Prevention Policy Action Plan to take forward the work in tackling bullying. This plan is regularly reviewed.		
Definition: The school's Anti-Bullying and Violence Prevention Policy defines bullying in a student friendly way: all sections of the school community are engaged in agreeing the definition of bullying and the definition of bullying is made accessible to the different constituents of the school community.		
Methods and types of bullying: The school's Anti-Bullying and Violence Prevention Policy describes different methods of bullying (e.g. physical, verbal, indirect, cyber) and the different forms bullying can take (e.g. homophobic bullying, gender bullying, racist bullying).		
Targets of bullying: The school's Anti-Bullying and Violence Prevention Policy explains that bullying can take place in all relationships: between students, between students and staff, or between staff. The Policy explains why some people may be targets for bullying and makes specific reference to all types of bullying (e.g. cyber-bullying, homophobic bullying, racist bullying).		
New Questions: <ul style="list-style-type: none">•		

2) FOLLOW-THROUGH

A plan and follow-through of required follow-up on any report or complaint concerning an act of bullying or violence include.

Evidence	Date	Red/Yellow/Green
Strategies for prevention: The school's Anti-Bullying and Violence Prevention Policy identifies the strategies the school has in place to prevent bullying (e.g. reference to rules and promoting positive behaviour, supervision, student welfare systems and support for vulnerable students, curriculum, peer support, school helplines).		
Reporting incidents: The school's Anti-Bullying and Violence Prevention Policy identifies the procedures for reporting bullying incidents		
Responding to incidents: The school's Anti-Bullying and Violence Prevention Policy identifies how the school responds to bullying incidents to protect students referencing how incidents are recorded and monitored and the disciplinary sanctions it can impose.		
Strategies following incidents: The school's Anti-Bullying and Violence Prevention Policy identifies the range of strategies it uses to support all those involved (including the target, those exhibiting bullying behaviour and the bystanders). The school helps them to reflect on and learn from the experience and to develop the personal, emotional and social skills that will better protect them		
Roles and responsibilities: The school's Anti-Bullying and Violence Prevention Policy explains the specific responsibilities of staff, students and parents and guardians in challenging bullying and is shared with supply teachers and support staff.		
Links to other policies: The school's Anti-Bullying and Violence Prevention Policy indicates its links to other relevant school policies including Safeguarding / Child Protection, Equality, Diversity and Behaviour.		
Monitoring and review: The school's Anti-Bullying and Violence Prevention Policy is constantly monitored and reviewed regularly, at least every two years.		
Consultation: All sections of the school community are consulted and participate in the review (e.g. members of the Anti-Bullying Committee, Governing Board, Student Government, School Council, students, parents/guardians, and staff.		
Promotion: The school promotes its Anti-Bullying and Violence Prevention Policy with all sections of the school community, for example through newsletters, details on website, student and parent handbook, staff guidebook, posters in classrooms and around the school. The school's Anti-Bullying and Violence Prevention Policy should also be communicated to the wider community (e.g. through community venues, local media, local websites)		
New Questions: <ul style="list-style-type: none"> • 		

3) DATA COLLECTION AND ANALYSIS

The school has strategies it regularly uses for collecting and analysing data relating to bullying and uses this information to develop and review policy, strategy and practices. The data informs school on the incidence, nature and impact of bullying. It helps the school to be confident that its students feel safe and supported, and that the school is effective in challenging bullying or at least, making progress in its attempts.

Evidence	Date	Red/Yellow/Green
Anonymous surveys: The school anonymously surveys students and their parents / guardians with regard to bullying (e.g. student/parent/staff audit questionnaires, TTFM). This is done at least annually.		
Student involvement: The school has developed the role of the Student Government and / or trained Peer Supporters to be involved in research and response to bullying within the school		
Recording bullying incidents: The school has in place procedures for recording bullying incidents. The bullying incident records provide details of the date / time / place, those involved (including bystanders), type, impact, action taken, and follow up.		
Analysis of incidents: The bullying incidents are regularly analysed to identify vulnerable students and priorities for action		
Report to Governing Board, WQSB and MELS: The school provides the Governing Board with an annual report on data and subsequent action (shared with WQSB and MELS).		
Comments:		

4) PREVENTION

The school has fostered a culture/ ethos based on respect for all where students feel safe, supported and empowered. Students and their parents/guardians feel safe in sharing concerns about themselves or others. The school has in place a range of strategies that prevent bullying.

Evidence	Date	Red/Yellow/Green
Awareness-raising: Anti-bullying messages are frequently given to pupils, for example through assemblies, posters, etc...		
Promoting equality: The school promotes equality and acknowledges and celebrates diversity.		
Celebration: The school celebrates the success of its anti-bullying work. This can be done in a number of ways including: - Celebrating national Anti-Bullying Week in November and holding special events throughout the year.		
Culture of positive behaviour: There is a high standard of behaviour for students, staff and parents: - Students, staff and parents know that inappropriate and harmful behaviour will be recognised and challenged: students, parents and staff understand the behaviour code and the consequences of bullying behaviour: the school encourages and promotes respectful language and conduct. - The school has in place an understood and acclaimed system for rewards and sanctions. - The school has a code of conduct for staff: staff “model behaviour” in their relationships with students, parents, and colleagues. - The school makes it clear to parents that the school has an environment of respect.		
Supervision of students: - The school provides good supervision and students feel that bullying and bad behaviour will be seen and acted upon at all times. - The school has identified those times of the day and places when and where students are particularly vulnerable. - The school identifies “vulnerable” students and has appropriate assessment and intervention support programmes, for example programmes that address self-esteem, assertiveness, resilience, anger management.		
School Environment: - The school provides a range of supervised activities to engage students at breaks and lunchtimes, including the provision of quiet areas. - The school has a physical environment that is attractive, safe and stimulating: the school ensures that offensive graffiti is immediately removed.		
Curriculum: - A locally developed curriculum is used to help students to understand the nature and effects of bullying, and creative approaches to tackling bullying in school and the wider community are encouraged (e.g. ethics, POP, art, media). - the school is delivering a local curriculum designed to help students to develop positive attitudes and personal, emotional and social skills.		
Role of students: - Students understand their responsibilities for challenging and reporting bullying when they know or suspect that it is taking place, for example a bystanders’ code. - The school has developed peer support roles for students, providing them with training and supervision.		
New Questions: •		

5) REPORTING/RESPONDING:

Procedures for reporting, or registering a complaint concerning, an act of bullying or violence and, more particularly, procedures for reporting the use of social media or communication technologies for cyber-bullying purposes. The school ensures that students, and their parents/ guardians, feel confident to report concerns, and know that the school will listen and respond competently. The school has in place procedures for responding to bullying incidents that are understood by the whole school community, and strategies for supporting all students involved.

Evidence	Date	Red/Yellow/Green
<p>Reporting systems:</p> <ul style="list-style-type: none"> - The school has in place systems, with appropriate confidentiality, to enable staff, students and their parents / guardians to report bullying. - All members of the school community are regularly made aware of these systems. - The school has procedures to assess and investigate bullying behaviour. These procedures enable staff to judge the level of severity, assess the degree of intention, the extent of harm caused, the frequency of acts, duration of behaviour and degree of imbalance of power. 		
<p>External support:</p> <ul style="list-style-type: none"> - The school displays information about external helplines and support (e.g. unitedwelve.ca) - The school informs students and parents about external agencies. The school engages with these agencies to provide support to students and their parents / guardians. 		
<p>Confidential listening:</p> <ul style="list-style-type: none"> - The school provides opportunities for “confidential listening”, for example drop-in, school nurse / school youth counsellor. 		
<p>Fair and Consistent Consequences:</p> <ul style="list-style-type: none"> - The school has appropriate disciplinary sanctions that are understood by all sections of the school community. These are applied fairly, consistently and reasonably taking into account the needs of vulnerable students: the purpose of the disciplinary sanctions understood and are referenced in our Safe School Policy and School Code of Conduct. 		
<p>Range of interventions</p> <ul style="list-style-type: none"> - The school has a range of intervention strategies whose use is determined by the particular circumstances of the incident and the needs of those involved (e.g. group / circle of friends, mediation, conflict resolution, restorative justice, bully courts). - The school provides support programmes to help pupils to be better able to protect themselves, or to be able to change their behaviour and develop positive relationships with their peers, for example self-esteem, assertiveness, resilience, anger management, positive leadership skills. - The school ensures that there is the appropriate monitoring to ensure the effectiveness of the intervention and that feedback is given to those involved. 		
<p>Parent/guardian engagement:</p> <ul style="list-style-type: none"> - Parents / guardians are informed and engaged promptly when their child is involved in bullying. - The school listens to parents and enables them to understand action that has been taken. The parents’/guardians’ role in supporting their child is appreciated. - The school - where necessary – works with parents/guardians to address any concerns with their child’s behaviour, and any possible influence within the home (for example, discriminatory attitudes, violence in the home). 		
<p>Comments:</p> <ul style="list-style-type: none"> • 		

b) SUPERVISORY AND SUPPORT MEASURES

Supervisory or support measures for any student who is a victim of bullying or violence, for a witness and for the perpetrator.

Evidence	Date	Red/Yellow/Green
Awareness raising: - Students are made aware of the school’s Anti-Bullying Policy and understand their responsibilities for challenging bullying, for example through an induction process, classroom discussions, assemblies, newsletters, workshops in class and through our school website. - The school provides students with information about the different types of bullying and how to prevent it (e.g. cyberbullying).		
Policy making: - students are consulted in the development and review of the Anti-Bullying and Violence Prevention Policy.		
Surveys: - The school regularly, at least bi-annually, anonymously surveys the opinions of its students with regard to bullying.		
Reporting incidents: - students know how to report their concerns about bullying and are confident that their concerns will be taken seriously and acted upon: the school provides a range of opportunities for parents to share concerns (e.g. through identified school staff, text messaging, helpline...).		
Engagement: - parents are informed and engaged promptly when their child is involved in bullying, with the school listening and supporting the parent to have a balanced view of what is happening and appreciating their role in supporting their child.		
Support: - The school provides youth counselling services to students who are being bullied or responsible for bullying behaviour, and where appropriate is able to identify and help access to support available from external agencies. - The school provides all students with details of local, provincial, national helplines and advice/support agencies.		
Complaints procedure: - All student inquiries, reports, and complaints are taken seriously and acted upon immediately.		
Comments: •		

7) ACTIONS AND 8) INTERVENTIONS INVOLVING STUDENTS:		
Actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence. Students understand what bullying is, and the impact it has on those involved. The school recognises that student involvement in anti-bullying work is an effective form of prevention. Students are clear about their responsibilities to tackle bullying in their community, and are given training and defined roles.		
Evidence	Date	Red/Yellow/Green
Role of the school's Anti-Bullying and Violence Prevention Committee: - The Committee has a defined anti-bullying role (e.g. participates in designing, reviewing and evaluating the school anti-bullying policy).		
Student Government: - Students are involved in our Anti-Bullying Committee - Students are full partners with schools in developing ways to tackle bullying (e.g. awareness raising, preventative strategies, sanctions).		
Peer support: - Students are trained and supported to provide Peer Support and the school has a range of peer support strategies and pupils are given roles to play appropriate to their age and experience, for mentors/peer mediators, leadership students, and student helplines.		
Student strategies: Students are shown strategies to prevent and respond to bullying. - They know how to be bystander defenders supporting those who are being bullied. - Students are engaged in supporting their peers who have been involved in bullying, for example through support groups, circle of friend.		
Curriculum: - Curriculum is developed to help students to understand the nature of bullying, providing students with opportunities to talk about the issues, for example through circle time: students are given opportunities to produce and display their thoughts about bullying, for example through art work / posters, drama, DVDs and ICT, poetry stories and song.		
Campaigning: - Students are engaged in planning and delivering anti-bullying campaigns including Anti-Bullying Week, for example through assemblies, art work / posters, drama, DVDs, music and writing newsletters or using ICT.		
Celebration: - The school recognises and celebrates the anti-bullying work of its students, for example through the school reward system.		
Comments: •		

9) WORKING WITH AND ENGAGING PARENTS/GUARDIANS		
The school develops open and trusting relationships with parents/guardians, where they feel able to share concerns and work together to support students in the school. Parents/guardians are involved in development anti-bullying policy and practice.		
Evidence	Date	Red/Yellow/Green
Awareness-raising: - Parents / guardians are made aware of the school’s Anti-Bullying Policy and understand their responsibilities for challenging bullying, for example through an advice leaflet, section on school website. - The school provides parents/ guardians with information about the different types of bullying and how to prevent it (e.g. cyber-bullying).		
Policy making: - Parents /guardians are consulted in the development and review of the Anti-Bullying and Violence Prevention Policy.		
Surveys: - The school regularly, at least annually, anonymously surveys the opinions of its parents / guardians with regard to bullying.		
Reporting incidents: - Parents /guardians know how to report their concerns about bullying and are confident that their concerns will be taken seriously and acted upon: the school provides a range of opportunities for parents to share concerns (e.g. through identified school staff, text messaging, helpline...).		
Engagement: - Parents /guardians are informed and engaged promptly when their child is involved in bullying, with the school listening and supporting the parent to have a balanced view of what is happening and appreciating their role in supporting their child.		
Support: - The school provides advice and support to parents / guardians whose children are being bullied or responsible for bullying behaviour, and where appropriate is able to identify and help access to support available from external agencies. - The school provides all parents/guardians with details of national and local helplines and advice/support agencies.		
Complaints procedure: - All inquiries, reports, and complaints are taken seriously and acted upon immediately.		
Comments:		

10) STAFF TRAINING AND DEVELOPMENT		
All school staff understand the nature of bullying and know their responsibilities to tackle and respond to bullying incidents. Staff demonstrate and promote positive behaviour.		
Evidence	Date	Red/Yellow/Green
Understanding bullying: - Staff understand their legal responsibilities regarding bullying. - Staff understand the different types of bullying. - Staff understand the ways in which bullying can impact on children and young people. - Staff understand ways to prevent and respond to bullying.		
Anti-bullying Policy and Procedure: - All staff understand the principles and purpose of the school Anti-Bullying Policy, and their responsibilities in making it effective. - All staff understand that concerns with regard to bullying must be taken seriously and acted upon: staff understand and consistently follow the school's anti-bullying procedures. - The school ensures that supply teachers, temporary staff and volunteers are made aware of their responsibilities with regard to bullying and understand the school's procedures they should follow.		
Staff training: - All school staff regularly receive training relating to bullying, that is at least every three years: all new staff receive anti-bullying training as part of their induction programme. - Staff with anti-bullying responsibilities are provided with specialist training to meet their specific responsibilities and are allocated time to meet their responsibilities.		
Roles of staff: - The school has developed the role of members of staff to provide support programmes for vulnerable children including those involved in bullying, and provides these staff with the appropriate support, supervision and training. - Staff responsible for out of school activities, including lunchtime supervisors, are provided with support and anti-bullying training.		
Comments: •		

11) Learning PARTNERSHIPS + WORKING TOGETHER

The school recognises the benefits of working in partnership with other agencies to tackle bullying, and has strategies in place to ensure positive engagement. The school has knowledge of, and supports the local authority anti-bullying strategy to prevent bullying in the community.

Evidence	Date	Red/Yellow/Green
Data collection: - The school works with the local authority if there is a request for data relating to bullying incidents, and surveys or student and parent/carer opinions.		
Local anti-bullying strategy: - The school contributes to the development and review of the local authority anti-bullying strategy		
Local schemes: The school is engaged in local initiatives that help support its anti-bullying work, for example: - local accreditation schemes - training provided by the local authority and other agencies - encouraging students to be engaged in anti-bullying work in its local area, for example consultation events, art / drama competitions, anti-bullying forums / working groups		
Working with other schools: - The school actively works in partnership with other schools and settings for example on transition, shared policies, data sharing and sharing effective practice		
Safer Schools: - The school has a partnership with the police and looks at ways this can support work to tackle bullying in school and on the journey to and from school as well as in the neighbourhood of the school		
Child and Adolescent Mental Health: - The school works in partnership with Child and Adolescent Mental Health Services and Educational Psychology and looks at ways this can support work to tackle bullying and support targets and perpetrators of bullying		
Children’s Services: - The school works in partnership with a range of providers including Safeguarding, Educational Psychology, Education Welfare and looks at ways this can support work to tackle bullying and support targets and perpetrators of bullying.		
Extended services: - The school and other partners ensure that extended services provided by the school or partner organisations have appropriate and consistent anti-bullying policies. - The school ensures that students and parents/guardians are able to report bullying incidents that take place during extended services.		
Comments:		

