



Policy Name: National Anti-Bullying Policy for School Students	
Policy Code:	ED
Approved in: November 2020	
Next Review in:	
<p>Cross References: This policy should be cross-referenced with the following:</p> <ul style="list-style-type: none"> • Education Law (2016), Part 11 – 27(1) • Education Regulations (2017), Part 10 – 53 (1 & 2) • Ministry of Education Guidance Circular (February, 2020) - Behaviour and Discipline in Schools. • National Policy on School Discipline and Student Behaviour (2020 revision) 	

INTRODUCTION

Within the Cayman Islands Education System:

“**Bullying**” means any repeated conduct by a student where the conduct is intended by that student to have the effect of, or that student ought to know that the conduct would likely have the effect of:

- Causing physical, emotional, psychological or social harm to another student.
- Placing another student in reasonable fear of physical, emotional, psychological or social harm.
- Placing another student in reasonable fear of damage to that student’s property.
- Creating an intimidating, threatening, hostile or abusive educational environment for another student.
- Disrupting the academic progress of another student.
- Damaging the reputation of another student.
- Infringing on the rights of another student to participate in school activities.

The Education Law, 2016 (11.27) and the Education Regulations, 2017 (10.53) make it a legal requirement that all schools have in place a ‘school behaviour policy’, whilst the statutory guidance document, ‘Behaviour and discipline in schools (2019)’ states that a school leader must set out measures in the ‘behaviour policy’ that prevent bullying (Section 21). Bullying is also categorised as a major offence within the same guidance document, which also sets out a range of disciplinary measures that can be applied to such an offence.

Although the primary focus of this policy is to address student on student bullying, MEYSAL also recognises that students may want to report incidents where they feel bullied by school staff. Therefore, when the term bullying is mentioned it is designed to include all types of bullying, including staff on student and student on staff bullying.

AIMS

This policy aims to:

- Set out the responsibilities of all government, assisted and independent schools to counter bullying.
- Establish consistent expectations about the effective provision and practice in government, assisted and independent schools to prevent, monitor and tackle bullying.
- Promote an understanding of the issues surrounding bullying among students, staff and parents.

POLICY STATEMENT

The Ministry of Education is committed to working with the Department of Education Services (DES), school governing bodies and schools to develop welcoming, supportive and inclusive learning environments that promote the well-being of all students and staff. Bullying of any kind is unacceptable.

The Ministry of Education requires that:

- All government, assisted and independent schools have an anti-bullying policy consistent with the supporting guidance documents.
- All students and parents feel supported when bullying is reported.
- That bullying will not be tolerated, in any school or other educational establishment.

SCHOOL ANTI-BULLYING POLICIES

School anti-bullying policies must:

- Be based on the national policy and the Ministry of Education's supporting guidance documents and include:
 - the guiding principles of the school
 - the rights and responsibilities of the school, students and parents in supporting measures to combat bullying
 - a definition of bullying
 - protocols for dealing with incidents of bullying
 - protocols for reporting and recording incidents of bullying
 - initiatives on how to combat bullying
 - evidence-based educational practices concerning bullying
 - evidence-based proactive measures to reduce incidents of bullying
 - procedures for the consultation, monitoring and evaluation of their policy
- Be developed collaboratively in partnership with key stakeholders.
- Be approved by Ministry of Education, The Department of Education Services (DES) or governing body before implementation.

ROLES AND RESPONSIBILITIES

The Ministry of Education will:

- Provide national policy expectations and supporting guidance documents.
- Provide a framework as the basis for individual school anti-bullying policies.
- Provide expert advice to the DES and governing bodies to support the implementation of the policy.

The Department of Education Services or Governing Body will:

- Establish procedures to ensure that anti-bullying policies are formulated in accordance with the national policy on anti-bullying.
- Establish oversight mechanisms to ensure that anti-bullying policies are implemented and observed.
- Establish systems to receive and deal with reports from schools on incidents of bullying.
- Provide training opportunities for school leaders, school staff, students and parents to develop their knowledge and skills in recognising, preventing and responding to bullying.

School leaders will:

- Implement individual school based anti-bullying policies.
- Provide for the education of parents about bullying, the anti-bullying policies of the school and how parents can provide support and reinforce such anti-bullying policies at home.
- Provide for the education of students on bullying, the anti-bullying policies of the school and the systems for the anonymous reporting of acts of bullying.
- Undertake a survey to collect information on school bullying from its students, school staff and Parents of the students at least once every year.
- Monitor and review anti-bullying provision and practice in their schools.
- Maintain an accurate record of relevant information and statistics on acts of bullying, reports of bullying and outcomes of anti-bullying interventions.
- Report bullying statistics to the DES, governing bodies and Ministry of Education at the end of each term.
- Facilitate on-going professional development on issues relating to anti-bullying.
- Be accountable to the DES or board of governors for standards in responding to incidents of bullying.

School staff will:

- Effectively implement and follow the school's anti-bullying policy.
- As soon as reasonably practicable, report to the school leader any act of bullying witnessed by, or that has come to the attention of, that member of the school staff.
- Use The Ministry of Education's supporting guidance on anti-bullying to assist their planning and practice.

A MODEL SCHOOL ANTI-BULLYING POLICY

(November, 2020)

School's Anti-bullying Policy

(Sample front cover)

..... School

Approved and adopted - Date

This policy has been developed and implemented in consultation with the whole school community including students, parents/guardians, staff, **[Insert either the Department of Education Services (DES) representatives or governing body]** and partner agencies.

Review Date

SIGNATURES

Student
(via the Student Council)

Staff Coordinator of
Anti-bullying

[Inset either DES Senior School Improvement Officer or Chairperson of board of governors]

School Leader

Contents

1. Introduction	Page 4
2. Roles and responsibilities	Page 4
3. Definition of bullying	Page 4
4. What does bullying look like?	Page 4
5. Why are children and young people bullied?	Page 5
6. What are the signs and symptoms of bullying?	Page 5
7. How can we prevent bullying?	Page 5
8. Why is it important to respond to bullying?	Page 6
9. Recording of bullying incidents	Page 6
10. Responses to bullying	Page 6
11. Pathways of help	Page 7
12. Anti-bullying links	Page 8

1. Introduction

Atschool we aim to provide a safe, caring and friendly environment for all our students to allow them to learn effectively, improve their life chances and help them maximise their potential.

We expect students to feel safe in school and have an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

2. Roles and responsibilities

The school leader – Has overall responsibility for the policy, its implementation and for liaising with the Ministry of Education, **[insert either the Department of Education Services (DES) or board of governors]**, parents/guardians and outside agencies. The school leader is also responsible for appointing an anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The anti –bullying coordinator in our school is:
.....

Their responsibilities include:

- Policy development and review involving students, staff, **[insert either DES officers or governing body]**, parents/guardians and relevant local agencies.
- Implementing the policy and monitoring and assessing its effectiveness in practice.
- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents.
- Assessing and coordinating training and support for staff and parents/guardians where appropriate.
- Coordinating strategies for preventing bullying behaviour.

3. Definition of bullying

“Bullying” means any repeated conduct by a student where the conduct is intended by that student to have the effect of, or that student ought to know that the conduct would likely have the effect of:

- Causing physical, emotional, psychological or social harm to another student.
- Placing another student in reasonable fear of physical, emotional, psychological or social harm.
- Placing another student in reasonable fear of damage to that student’s property.
- Creating an intimidating, threatening, hostile or abusive educational environment for another student.
- Disrupting the academic progress of another student.
- Damaging the reputation of another student.
- Infringing on the rights of another student to participate in school activities.

Although the primary focus of this policy is to address student on student bullying, atSchool, we recognise that students may want to report incidents where they feel bullied by school staff. Therefore, when the term bullying is mentioned it is designed to include all types of bullying, including staff on student and student on staff bullying.

4. What does bullying look like?

Bullying can include:

- Name calling.
- Taunting.
- Mocking.
- Making offensive comments.
- Physical assault.
- Taking or damaging belongings.
- Cyber bullying - inappropriate text messaging and e-mailing, sending offensive or degrading images by phone or via the internet.
- Producing offensive graffiti.

- Gossiping and spreading hurtful and untruthful rumours.
- Excluding people from groups.

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'.

5. Why are children and young people bullied?

Specific types of bullying include:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs or disabilities.
- Bullying related to appearance or health.
- Bullying relating to sexual orientation.
- Bullying of children in care or otherwise related to home circumstances.
- Bullying related to gender.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- Young people.
- Young people and staff.
- Staff.
- Individuals or groups.

6. What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person:

- Is frightened of walking to or from school or changes route.
- Doesn't want to go on the school bus.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn, anxious or lacking in confidence.

- Becomes aggressive, abusive, disruptive or unreasonable.
- Threatens or attempts suicide.
- Threatens or attempts self-harm.
- Threatens or attempts to run away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Performance in school work begins to drop.
- Comes home with clothes torn, property damaged or 'missing'.
- Asks for money or starts stealing money.
- Has dinner or other monies continually 'lost'.
- Has unexplained cuts or bruises.
- Comes home 'starving'.
- Is bullying others.
- Is frightened to say what is wrong.
- Is afraid to use the internet or mobile phone.
- Becomes nervous or jumpy when a cyber-message is received.
- Gives improbable excuses for their behaviour.

7. How can we prevent bullying?

At school we foster a clear understanding that bullying, in any form, is not acceptable. This is done by:

- Developing an effective anti-bullying policy and practice. The school will then become a safer and happier environment, with an emphasis on appropriate attitudes, behaviour, and relationships, which will also have a positive impact on learning and achievement.
- Regular praise of positive and supportive behaviour by all staff.
- Undertaking work in school which develops empathy and emotional intelligence.
- Ensuring that all incidents are treated seriously and dealt with immediately.

- Having an expectation that all staff will report incidents of bullying that have been witnessed.
- Having in place a clearly understood and accessible protocol for students, staff and parents to raise concerns on bullying.
- Undertaking a standardised bullying survey at least once a year.
- Reporting the results of the bullying survey and any aligned plan of action to the [insert **DES or board of governors**].

8. Why is it important to respond to bullying?

Bullying Hurts!

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a victim of bullying.
- Bullies need to learn different ways of behaving.

Our school will respond promptly and effectively to reported incidents of bullying

9. Recording of bullying incidents

At (insert name) all reported bullying incidents are entered into our school information management system (SIMS) within the behaviour incident module, along with corresponding information on the type of bullying incident and any outcomes.

10. Responses to bullying

On receiving a report of an allegation of bullying or on witnessing conduct which appears to be bullying or retaliative action, staff at (**Insert name**) will, at the earliest possible opportunity, investigate the circumstances surrounding the conduct.

At [**insert name**] we shall notify —

- The parents of the students involved in

bullying or retaliative conduct.

- The police, if the school leader is of the opinion that the conduct falls within the scope of the criminal law.
- Any other relevant agency.
- A school leader may also refer a bullying incident to the [**insert either DES or the governing body**] for directions.

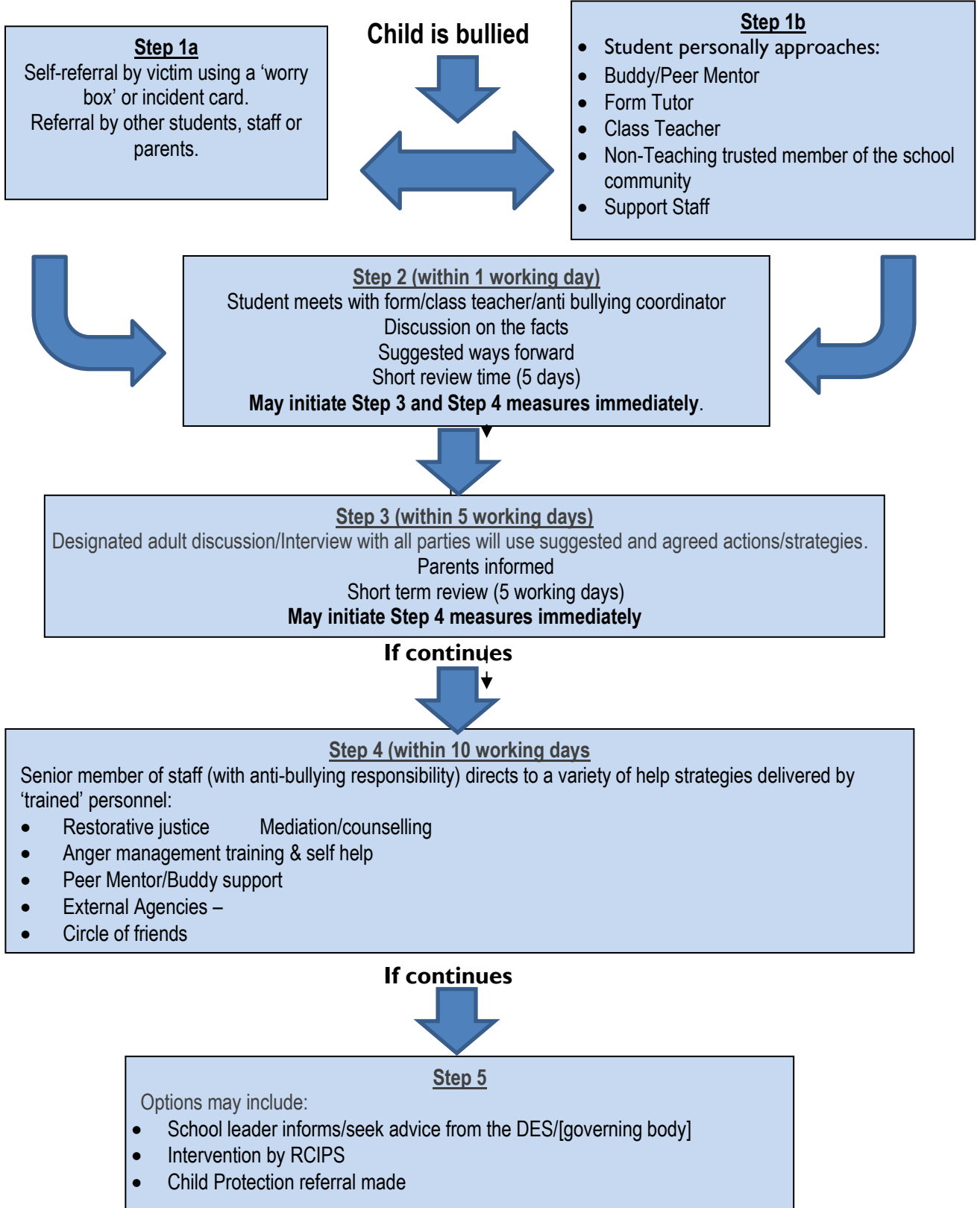
11. Pathways of help – (see next page)

PROCEDURES AT (name of school) FOR REPORTING BULLYING

(All schools are to record all aspects of bullying incidents separately within their own recording systems)

PATHWAYS OF HELP

(All schools will have their own referral procedures)



An example of how schools can use an electronic data management system, such as SIMS, to record bullying incidents.

INITIAL STEPS:

FOCUS> BEHAVIOUR MANAGEMENT> MAINTAIN BEHAVIOUR INCIDENT> NEW

STEP 1 - DETAILS OF INCIDENT

- *Fill in the box 'Type' with 'Bullying Major'.*
- *Select type of bullying from drop down menu.*
- *Fill in boxes Activity, Location of Incident, Date and Time.*
- *Give a description of incident in Comments box.*

STEP 2 - STAFF INVOLVED

- *The person making the report will automatically be entered.*
- *Add additional staff involved by left clicking on 'NEW'.*

STEP 3 - STUDENTS INVOLVED

- *Left click 'NEW'.*
- *Enter in the names of students involved in the incidents.*
- *Highlight and click on each individual student and complete the relevant student details on ROLE, ACTION TAKEN, DATE OF ACTION, PARENTS INFORMED and ACTIONED BY STAFF.*
- *IT IS IMPORTANT TO IDENTIFY THE ROLE OF EACH STUDENT, ESPECIALLY AS TO WHETHER THEY WERE THE TARGET OR AGGRESSOR.*
- *Also make any additional notes in relevant box.*

STEP 4 – FOLLOW UP STUDENT INVOLVED

- *Click 'Add Follow Up' and enter details for each individual student.*

EXAMPLE OF SIMS BULLYING INCIDENT REPORT

SIMS .net: Independent School Edition: Clinton Hunter High School

Focus Reports Routines Tools Window Help

Back Forward

SIMS Shortcuts Find Behaviour Incident

Applications New Search Open Delete Print Browse Next Previous

Behaviour Incident Details

Save Undo Print

1 Details 2 Other Staff Involved 3 Students Involved 4 Follow Up Students Involved

1 Details

Type: Bullying MAJOR Points Defined: 2

Type Of Bullying: Bullying-Appearance or Health C

Additional Types

Description	Points

Activity: Location of: Date: 12/04/2018 Time: Lesson Information: Comments: Recorded On: 12/04/2018 Status: Recorded By: Sean Cahill

2 Other Staff Involved

Name	Role
Cahill Sean	

3 Students Involved

Name	Role	Year	Reg	House	Points	Detention
		Y10	10L 2	Lady Sl...	2	No
		Y9	9C 2	Cimboco	2	No

Edit Behaviour Student

Student Details

Pupil: [Redacted]

Points: 0 Role: Target

Action Taken: Referral To School Counsell Date of Action: 12/04/2018

Parents / Carers Informed: Email Actioned by: [Redacted] Select Staff

Notes / Documents

Attachment	Summary	Type	Owner	Last Modified On

New Open Delete

OK Cancel

REPORTING PROCEDURES FOR INCIDENTS WHERE STUDENTS FEEL BULLIED BY STAFF.

- Students need to be aware of the available option when reporting incidents where they feel bullied by a member of the school staff.
- When such incidents occur, students should be able to make a report as outlined in the 'Pathways of Help' chart outlined above.
- Students should also be aware that they can make a referral to the school Child Protection Officer, or to make a disclosure to any adult that they feel comfortable with.
- It is important to note that any person receiving a disclosure from a student about bullying by an adult will be required to make a referral to the Child Protection Officer