

Grait International College

Grait Children's School

What is bullying and how do we implement anti-bullying?

Bullying is when someone deliberately and repeatedly upsets, frightens, threatens or hurts someone else or their property, reputation or friendships thus anti-bullying prevents this despicable act.

Bullying can be:

- teasing, saying mean things or calling someone names
- deliberately ignoring someone or leaving them out of games or activities, and/or encouraging others to do this
- playing nasty jokes or spreading nasty stories
- pushing, tripping or hitting someone, or taking or damaging their things.

Bullying can happen face to face. It can also happen online – for example, if children send nasty texts or say mean things about others on social media. This is [cyberbullying](#).

All bullying is hurtful. When it keeps going, it can cause long-lasting harm.

If friends or peers disagree or even argue, or if someone says something mean once, it can be unpleasant and even nasty. But it isn't bullying. Bullying is mean and hurtful behavior that happens over and over again.

Bullying is never okay, and at [Grait school\(s\)](#) we forbid such acts.

Spotting signs of bullying

Your child might tell you that they're being bullied. For example, your child might say that other children are teasing them, making fun of them, putting them down, laughing at them, calling them names, ignoring them, physically hurting or threatening them.

If your child doesn't say anything but you're worried, here are some signs to look out for.

Physical signs

These include:

- bruises, cuts and scratches
- torn clothes
- missing property
- poor eating or sleeping

- bedwetting
- complaints about headaches or tummy aches.

Requests for money or other items

The person doing the bullying might be demanding money or things like lunch box treats from your child.

School or preschool problems

Your child might:

- not want to go to preschool or school
- stay close to teachers during breaks
- start sitting alone
- have difficulty asking or answering questions in class
- have trouble with schoolwork or homework
- stop taking part in school activities.

Social changes

Your child might avoid social events that they used to enjoy, like parties. Or you might notice that your child talks about:

- being excluded at lunch and recess
- losing contact with classmates after school
- being chosen last for teams and games.

Emotional changes

Your child might seem unusually anxious, nervous, upset, unhappy, down, teary, angry, withdrawn and secretive. These changes might be more obvious at the end of weekends or holidays, when your child has to go back to school.

These signs **don't necessarily mean your child is being bullied**. They could be signs of other issues, like depression. But you should take these signs seriously. If you're concerned, speak to your doctor, physician or another health professional.

There's **no single way to tell whether your child is being bullied**. The way your child reacts to bullying will depend on how bad the bullying is, as well as your child's personality.

Worried your child is being bullied.

It can be hard to know for sure whether your child is being bullied. But if your child is being bullied, talking about the bullying is one of the best ways to help and protect your child.

To find out more about what's going on, you could try some of these **conversation starters for children aged 4-6 years**:

- What did you do at playtime today?

- Who did you play with today? Is there anyone you don't like to play with? Why?
- What sort of games did you play? Did you enjoy them?
- Are you looking forward to going to school tomorrow?
- If you could change one thing about school, what would it be?

Or try these **conversation starters for children aged 7-8 years**:

- What did you do at lunchtime today?
- Is there anyone at school you don't like? Why?
- Are you looking forward to going to school tomorrow?
- If you could change one thing about school, what would it be?

Signs a Child is Bullying Others

Kids may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

Why kids don't ask for help?

Statistics from the Nigeria indicators of school crime and safety document shows that only 20% of school bullying incidents were reported. Kids don't tell adults for many reasons:

- Bullying can make a child feel helpless. Kids may want to handle it on their own to feel in control again. They may fear being seen as weak or a tattletale.
- Kids may fear backlash from the kid who bullied them.
- Bullying can be a humiliating experience. Kids may not want adults to know what is being said about them, whether true or false. They may also fear that adults will judge them or punish them for being weak.
- Kids who are bullied may already feel socially isolated. They may feel like no one cares or could understand.
- Kids may fear being rejected by their peers. Friends can help protect kids from bullying, and kids can fear losing this support.

Anti-Bullying Policy

Grait international children's school and Grait international college Nigeria

Anti-Bullying Policy

1. *Introductory Statement*

- This anti-bullying policy sets out, in writing, the framework within which the whole school community of *Grait international school(s)* manages issues relating to bullying and the school's strategy to prevent bullying behavior and patterns.
- Parents and pupils have a particularly important role and responsibility in helping the school to prevent and address school-based bullying behavior and to deal with any negative impact within school or bullying behavior that occurs elsewhere.
- The Board of Management of Grait international school(s) has adopted the following anti-bullying policy within the framework of the school's code of behavior. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary, Post-Primary and Secondary Schools of Nigeria* which were published in September 1991.

2. *Scope*

- . *To what will the policy apply?*

The policy addresses bullying behavior, harassment.

- *To whom will the policy apply?*

This policy applies to all members of the school community including teaching staff, SNA's, students, parents, guardians, ancillary staff and visitors in accordance with the Employment Equality Acts 1998 and 2004.

- *When will the policy apply?*

The policy will apply to a number of time periods/activities including:

- School time (including break times)
- Going to and from school
- School tours/trips
- School yard
- Extra-curricular activities
- Social networking/media and cyber technology sites such as Twitter, Facebook and texting that has a negative impact on school life.

Furthermore, the policy applies outside the school if the behavior impacts upon any person's participation in our school. It deals with negative behaviors and attitudes which arise or occur in school and which affect the progress and sense of emotional wellbeing of students or other people at the school. The policy will outline the necessary steps to be taken when a bullying incident is reported.

Bullying behaviors such as cyber bullying which break the law may be referred to the state of Ogun Nigeria.

3. Rationale

Our school community believes that each student has the right to an education free from fear and intimidation. Bullying is not tolerated. Bullying can be a secret activity and difficult to detect. In order to ensure that no student should suffer in this way, communication between home and school is very important. The vast majority of students in this school are unaffected by bullying behavior. There is no need for parents/guardians to worry unduly.

It is a priority issue identified by the staff, students and parents. This policy is based on the Legal and Regulatory Context on the document “*Guidelines on Countering Bullying Behavior*” 1983, *Anti-Bullying Procedures for Primary and Post Primary Schools September 1991* and on our school mission statement.

4. Relationship to characteristic spirit of the school

In Grait international School(s) we aim to develop the full potential of every student in a learning environment where fairness, understanding, success and discipline is pursued.

This policy is based in the school’s fundamental aim to foster in students an attitude of learning to serve them for life-long learning. Students are encouraged to strive for excellence at the level of their full potential.

5. Sub Mission Statement

In co-operation with the Ministry of Education, with parental and community support and within the available resources our mission is:

- To develop a community of learning which is geared towards the holistic development of each student;
- To foster the pursuit of academic excellence, respecting the specific potential and talents of each student;
- To promote within the school community the values of a caring society;
- To value, within the total school community, self-respect, respect for others and for the environment;
- To recognise and affirm the unique value and contribution of each individual.

6. Anti-bullying Goals/Objectives

- To create a school ethos which encourages all to disclose and discuss incidents of bullying behavior in confidence.
- To affirm the right of all within the school to live a life free from bullying.
- To raise awareness of bullying as an unacceptable form of behavior with school management, teachers, students, parents/guardians.

- To create a school ethos that acknowledges, accommodates and respects a diversity of persons in the school community across the nine grounds covered by the equality legislation.
- To ensure that the school's Social, Personal and Health Education raises awareness of the factors associated with bullying behavior as well as developing appropriate knowledge, skills and behaviors.
- To take practical actions to prevent incidents of bullying behavior e.g. to ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation.
- To put into effect procedures for reporting and recording incidents of bullying behavior.
- To put into effect procedures for investigating and dealing with incidents of bullying behavior.
- To develop a programme of support for those affected by bullying behavior and those involved in bullying behavior.
- To work with, and through, the various local agencies in countering all forms of bullying and anti-social behavior.

It is not bullying when:

- Students of about the same age and strength have the occasional quarrel or conflict.
- A member of staff offers constructive or fair criticism of a student's behavior or work performance.

For the purposes of this policy, the term bullying encompasses harassment and sexual harassment, defined as follows:

- **Harassment:** any form of unwanted conduct in relation to any of the nine grounds named in the equality legislation that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.
- **Sexual harassment:** any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.

All members of the school community, including external facilitators, are subject to this code, particularly the following relationships:

- Student to Student.
- Student to any Staff member.
- Staff member to Student.
- Parent to Staff member.
- Staff member to Parent.
- Staff member to Staff member.

7. Types of bullying:

The following are some examples of unacceptable behavior. This list is not an exhaustive list. Similar unacceptable behaviors may be considered as bullying.

7a General

- Harassment based on any of the nine grounds in the equality legislation e.g. Sexual harassment, homophobic bullying, racist bullying etc...
- Physical aggression, damage to property.
- Name calling, jealousy and slagging.
- The production, display or circulation of written words, pictures or other materials aimed at intimidation, name belittling and gestures.
- Graffiti, sniggering, sarcastic remarks and extortion.
- Intimidation, name belittling, gestures.
- The “look”, staring, degrading remarks re body shape.
- Putting down a student for working well and achieving.
- Talking loud enough so that the victim can hear.
- Invasion of personal space.
- A combination of any of the types listed.
- Abusing social network sites including Facebook, Twitter, Edmodo, Instagram, Viber, Youtube, Kik, Ask.fm, Tumblr, Mufy/media sites, and any other sites developed subsequent to this policy during and outside of school hours, including all school outings and events.

7b Homophobic

- Name calling /using graffiti e.g. “Gay”, “queer”, “lesbian”, etc...
- Spreading rumors about a person’s sexual orientation.
- Taunting a person of a different sexual orientation.

7c Racial or Ethnic Oriented

Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveler background.

7d Relational

This involves manipulating relationships as a means of bullying. Behaviours include:

- Whispering in company so as to exclude another.
- Malicious gossip.
- Isolation & exclusion.
- Ignoring, turning others against a student.
- Excluding from the group.
- Taking someone’s friends away.

7e Cyber

- Silent telephone/mobile phone calls.
- Use of mobile phones during school hours to access social network sites.
- Abusive telephone/mobile phone calls.
- Abusive text messages.
- Abusive email.
- Abusive website comments/blogs/pictures e.g. Facebook, Twitter and others.
- Any misuse of Information and Communication Technology.
- Video recording without the person's permission
- Taking/sending photographs by electronic device.
- Creating sites about a particular person.
- Spreading rumors.
- Breaking confidence.

7f Sexual

- Unwelcome sexual comments or touching.
- Unwelcome sexual texts or emails.

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

- **Teacher to whom report is made**
- **Class Tutor**
- **Year Head**
- **Vice Principal**
- **Principal**

In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved in keeping with reference to school policy

All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in reporting. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly.

Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behavior reported by pupils, staff or parents.

When analysing incidents of bullying behavior, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.

8. Education and prevention strategies to prevent bullying behavior

Staff, Parents and pupils have a particularly important role and responsibility in helping the school to prevent and address school-based bullying behavior and to deal with any negative impact within school of bullying behavior that occurs elsewhere.

The education and prevention strategies (including strategies specifically aimed at cyber bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

8a. Supervision and Monitoring

- Bullying “black spots” within the school will be identified and monitored during break times.
- Staff will be vigilant and follow the procedures as outlined in this policy as incidents arise.
- A questionnaire will be given to students during the school year. This will give students an opportunity to voice concerns. Each student is encouraged to write something down.
- Social networking sites will continue to be banned from student use during school time. The Anti-Bullying Policy operates in conjunction with the school’s Acceptable Use Policy.

8b. Student Involvement

- Senior students will continue to assist First Years to the school through the *mentoring* programme, thus helping the new student to “settle in”.
- The Student Council supports the creation of a positive school atmosphere through the implementation of the Anti Bullying policy.

8c. Link to Related School Policies

School policies need to be consistent with one another, within the framework of the overall School Plan. Relevant school policies already in place, being developed or reviewed should be examined by reference to the Anti-Bullying Policy and any implications which it has for them should be addressed.

The following policies may be among those considered:

- Code of Behaviour.
- Child Protection.
- Internet Safety: Acceptable Use Policy.
- Health and Safety.
- Critical Incident Policy.
- Guidance and Counselling Programme.
- Attendance Policy.
- Admissions Policy.
- Induction for new staff and students.
- Dignity in the Workplace.
- Nigerian Religious Care Policy.

8d. Involving Parents/Guardians and the Ogun State Community

- Awareness of the Anti-Bullying Policy will be raised on parents' nights e.g. First Year enrolment and open nights.
- There will be continued involvement with the local community to gain awareness of any existing problems.
- Outside speakers / drama groups will be engaged for both students and parents.

9. The school's procedures for investigation, follow-up and recording of bullying behavior and the established intervention strategies used by the school for dealing with cases of bullying behavior are as follows:

Reporting procedures for Students:

9a. Who to tell?

- Parents
- Any staff member with whom the student feels comfortable
- Friends who will speak on your behalf
- Principal.
- Tutor or Year Head.
- Guidance Counsellor.
- Student 'Mentor'.

9b. How to tell?

- Direct approach to teacher at an appropriate time, e.g. after class, hand note up with homework.
- Make a phone call to the school or to a trusted teacher in the school.
- Email the school
- Get a parent or friend to tell on your behalf.
- Parents can inform the school.
- Witnesses can inform appropriate person.
- Administer a confidential questionnaire to all students during the year.

It is important to note that records of all incidents of bullying and action taken to resolve them will be kept.

10. Noting and Recording

- All incidents of alleged bullying will be recorded on an incident form and given to relevant Year Head.
- The relevant Tutor/Year Head will then decide on what action is to be taken.
- The Principal and Deputy Principal are responsible for maintaining files for security and confidentiality for at least seven years after they leave school.
- These files may be accessed by students/parents in the future.
- Comments made should be factual, non-judgmental and objective.

11. Procedures for Dealing with Reported Incidents:

11a Procedures for Teachers

If a student informs you of an incident of bullying affecting either themselves or a friend, follow these steps:

- Listen; encourage the student to tell their story as this is a very important first step.
- Take notes; record all the details such as date, time, location, names of those involved, witnesses etc. student's own words must be recorded.
- Reassure; tell the student that help is available, action will be taken to investigate, it is not their fault and that they will not have to face this on their own.
- Satisfy yourself that no student is in immediate danger.
- Confidentiality is respected and the student's privacy is protected, but a teacher must not give guarantees not to tell anyone.
- Inform the Year Head without delay. Complete Incident Form for recording bullying behaviour
- All serious incidents of bullying (e.g. an assault or long term exclusion) **must** be reported to the Principal straight away.

12a Procedures for Staff Member Investigating the Reported Incident

Actions may include the following and may incorporate elements of 1 or more of the six main responses to addressing bullying behaviour (1. Traditional Disciplinary Approach, 2. Strengthening the Victim, 3. Mediation, 4. Restorative Practice, 5. The Support Group Method, 6. The Method of Shared Concern)

- Have the student reporting bullying write down the behaviours and how it is affecting them as early as
- Talk with alleged bully about their behaviour and their experiences of incidents
- Have the alleged bully write down an account of their behaviours and their effects as early as possible.
- Challenge bullying behaviour as being unacceptable.
- Discuss possible solutions with both parties separately/together if appropriate.
- The Guidance Counsellor may be involved if
- Write down a record of all
- Inform the Year Head of the
- Refer complainant to Guidance Counsellor.
- Make further appointment to discuss situation with complainant and/or other relevant individuals.
- Record details of complaint on official form.
- The evidence will be evaluated by management and fair appropriate action will be taken in accordance with the code of behaviour.
- It is vital that the person reporting the incident is protected from Whoever is dealing with the incident must be discreet and careful. Staff will support students who report bullying by conducting follow-up meetings with them.

12b. *Follow-up steps to be taken*

- The students involved will be monitored on a regular basis by informal discussions.
- Counselling may be offered to all concerned.
- If necessary, the parents will be invited to a meeting with management.
- If bullying persists the Board of Management will be informed.

12c. *Procedures for Student to Staff Bullying*

- Teacher(s) to speak to students involved.
- Explain unacceptable behavior as in policy.
- Explore a working solution.
- Refer to Deputy Principal and Principal.
- Request meeting with parents.

12d. *Procedures for Staff to Student Bullying*

- We recommend that students talk to Deputy Principal or Principal
- Principal will discuss the allegation with the teacher involved
- Explore a working solution.

12e. *Procedures for Staff to Staff Bullying*

Procedures to be followed in accordance with the Dignity at Work Act.

13. *Implementation arrangements, Roles and Responsibilities*

The Anti-Bullying policy shall indicate the individual roles, responsibilities and obligations of staff, students and parents. These roles and responsibilities shall be clearly outlined to existing staff and shall be communicated to all new staff at induction.

Students shall be made aware of their own individual roles and responsibilities.

14. *Ratification, Communication and Review*

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parent's Association. A record of the review and its outcome will be made available, if requested to the patron and the Department.

The following evaluation tools may be used to review and evaluate the Anti-Bullying Policy.

Possible methods of review:

- Random Surveys.
- Staff meetings.
- Parents meetings.
- Feedback from the student body, Ogun state residents.

This policy was adopted by Grait International School(s) on 12th January 1998

Signed: _____ **Signed:**

(Chairperson Board of Management)

(Principal)

Date: _____

Date: _____

Date of next review: _____

Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

Yes /No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*?

Has the Board published the policy on the school website and provided a copy to the parents' association?

Has the Board ensured that the policy has been made available to school staff (including new staff)?

Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?

Has the Board ensured that the policy has been adequately communicated to all pupils?

Has the policy documented the prevention and education strategies that the school applies?

Have all of the prevention and education strategies been implemented?

Has the effectiveness of the prevention and education strategies that have been implemented been examined?

Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?

Has the Board received and minuted the periodic summary reports of the principal?

Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the principal's periodic report to the Board?

Has the Board received any complaints from parents regarding the school's handling of bullying incidents?

Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?

Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?

Has the data available from cases reported to the Principal (by the bullying recording template) been analyzed to identify any issues, trends or patterns in bullying behaviour?

Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?

Has the Board put in place an action plan to address any areas for improvement?

Signed _____

Date _____

Chairperson, Board of Management

Signed _____

Date _____

Principal

Notification regarding Grait's annual review of the anti-bullying policy

To: _____

The Board of Management of _____ wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ [date].
- This review was conducted in accordance with the checklist set out in **the school's Anti-Bullying Procedures for Primary and Post-Primary Schools**.

Signed _____

Date _____

Chairperson, Board of Management

Signed _____

Date _____

Principal

GRAIT ANTI-BULLYING CHARTER

Bullying is unacceptable and will not be tolerated

As students of Grait International School(s) we have all agreed that we will not

- **Physically or emotionally hurt another person**
- **Threaten or intimidate another person**
- **Deliberately exclude or isolate another person**
- **Engage in cyberbullying**

WE WILL REPORT BULLYING IN THIS SCHOOL

Anti-Bullying Agreement.

BULLYING IS UNACCEPTABLE AND WILL NOT BE TOLERATED IN *Grait International School(s)*.

A record of incidents will be kept.

Procedures as described in our Anti-Bullying Policy will be followed.

Everyone involved in bullying will receive help.

Students who persistently bully may be suspended.

I will not hurt another person physically or emotionally.

Threaten or intimidate.

Deliberately exclude or isolate.

Engage in cyberbullying.

Signed:

Student

Parent

Principal

Date.....