

## Anti- Bullying Policy (incorporating the Cyberbullying Policy)

### Summary:

The Governors of Strangford College acknowledge that students and staff of the College have the right to live their lives in peace and safety so that they can get on with their work. They have the right also to be treated and respected as individuals.

This policy supports the maintenance of a calm and supportive school environment where effective Teaching and Learning can take place.

It aims to:

- reinforce our key aim of eradicating any form of bullying at Strangford College.
- support the victim/victims of bullying.
- provide a whole school structure to identify and deal with negative and devaluing behavior.
- reinforce the core values of the Strangford College Community.

**The Policy incorporates the College Policy on Cyberbullying** and should be read in conjunction with the **ICT Acceptable Use Policy** and the **Use of Social Networking Policy**.

**This policy supports the Shared Education Anti-Bullying document in Appendix 4 as collated by Strangford College and its shared education partner schools: St. Columba's College and Glastray College.**

**Policy Number:**

**Revision: 1**

**Board of Governors**

**Submission for Ratification:  
June 2017.**

**Chairperson:**



**Principal:**



This policy replaces any previous policies and is **valid from:**

**1<sup>st</sup> September, 2017.**

**To be reviewed & updated by:**

**1<sup>st</sup> September, 2019.**



Article 18 – you have the  
right to an education

# Strangford College Anti- Bullying Statement

- Bullying and unkindness - whether physical, or mental, are entirely unacceptable at Strangford College. It conflicts sharply with the school's principles and we will always treat this seriously.
- Bullying may be defined as: *Behaviour by an individual, or group, usually repeated over time, that intentionally hurts another individual or group, either physically, or emotionally.*
- Bullying is the intentional hurting, harming, or humiliating of another person, by physical, (including sexual), verbal and emotional means, (by excluding, tormenting, or spreading malicious rumours). It may occur directly, or through, cyber-technology, (social websites, mobile phones, text messages, photographs and email). It can involve manipulating a third party to tease, or torment someone. It can involve complicity that falls short of direct participation.
- Bullying is often hidden and subtle. It can also be overt and intimidatory.
- Bullying may involve actions, or comments that are racist, sexual, or sexist, homophobic, which focus on religion, cultural background, special educational needs and disabilities, or other physical attributes, (such as hair colour, or body shape).
- Bullying can happen anywhere and at any time and can involve everyone - students, other young people, staff and parents.
- **All members of the Strangford College Community have the right to enjoy their lives free of bullying and harassment.** Anyone who feels bullied, or intimidated, has the right to expect the School to listen and to act promptly and sensitively to deal with the problem. The School will investigate any incidents, including those, which occur outside normal school hours, or off the premises.

## Key Considerations for Members of the Strangford College Community

- If you feel that you are being bullied, talk to someone: your Form Teacher, or Learning Coordinator, a prefect, a member of the Safeguarding Team, or any other adult you trust. It is also right for you to talk to your parents about it, and for them to discuss it with the College. You can also talk to the College Counsellor, and self - refer through the box by the Pastoral Room.
- If you find it difficult to talk to anyone at school, or at home, then you can phone the 24 hour Childline service on 0800 1111. All calls are free and confidential and trained counsellors will help any young person with a problem. Other people who may be able to help you are listed on the **Be Safe!** Posters displayed around the School.
- You should treat others, as you would hope to be treated yourself, in an atmosphere of mutual respect. If an incident occurs you should do what you can to show your disapproval of bullying.

- Bullying will never stop if it is kept secret, and no one faces up to it. If you think someone else is being bullied, talk to a member of staff, or a prefect, about it.
- What can we do about bullies and the victims of bullying? The first thing is to talk and improve communication, individually and in confidence, in small groups, in year groups, depending on what people feel comfortable with. We can help people to understand themselves and others, and to cope better with life at the College.
- Harassment and threatening behaviour are criminal offences. At its worst bullying can cause serious and lasting psychological damage and even suicide. If a student cannot learn to stop bullying, this will lead to sanctions and in cases of severe and persistent bullying, even exclusion from Strangford College.

## **Purposes of this Policy**

At Strangford College, our community is based upon respect for others, good manners and a sense of decency. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment, so that every one of our students can develop their full potential. We expect our pupils to treat members of staff with courtesy and co-operation, so that they can learn in a relaxed; but orderly, atmosphere. All students should care for and support each other.

Strangford College prides itself on its respect and mutual tolerance. Parents and guardians have an important role in supporting Strangford in maintaining high standards of behaviour. It is essential that school and home have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions. This policy is available to parents of students and prospective students on our website and on request.

Bullying, harassment, victimisation and discrimination will not be tolerated. We aim to treat all our students and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the College. Any kind of bullying is unacceptable.

At Strangford College, we will always treat bullying, including allegations of bullying, very seriously. It conflicts sharply with our College Community's social and moral values. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide, and, whilst bullying is not a specific criminal offence, there are criminal laws, which apply to harassment and threatening behaviour.

We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our students.

## **Guidance for College Staff**

All new members of staff will be given guidance on the school's anti-bullying policy and in how to react to allegations of bullying during Ethos Training. They will be required to read the College's policy as part of their induction. Further training will occur on staff

development days.

Flagrant cases of bullying are fortunately not normal features of life at Strangford, but we should be aware that it could happen at any time. Discreet, but constant, vigilance is therefore essential and is an important part of our role in the School. Teachers should arrive on time for lessons and be alert to signs of horseplay: the pupil who waits alone outside the classroom, (or who hangs about after the lesson), may well be a victim. Similar considerations apply to extra - curricular activities. The less structured times of the day – break, lunch, and before and after school, are moments when bullying and unkindness can occur. It is therefore important for staff, or a trusted senior student, to keep an eye on things unobtrusively. We should always be alert to any inappropriate language, or behaviour, or other dubious practices and never acquiesce to them. We should always be aware of and reflect on our own behaviour, in case it might unintentionally trigger bullying.

Peer-group bullying is most likely to occur among the younger students - as the pecking order develops. We should also be aware that some students can be more vulnerable than others. This can sometimes be due to their behaviour. They may well need our guidance about how to adapt their behaviour so as to avoid, or deal with bullying and unkindness.

**It is important that as a school we act with consistency about bullying.** Discussions should take place in pastoral time, and year assemblies, to minimise inconsistencies and ensure that reaction is immediate, before matters have a chance to escalate, and that minor incidents are dealt with. These practices should reduce the occurrence of more serious bullying.

Students who are being bullied may well show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration, or truanting from school.

### **The four main types of Bullying are:**

- **Physical**, (hitting, kicking, theft).
- **Indirect**, (spreading rumours, excluding someone from social groups).
- **Verbal**, (name calling, racist remarks).
- **Cyberbullying**, (the use of ICT, particularly mobile phones, tablets and internet, to deliberately upset someone else). This is increasingly an area where bullying can occur, and specific guidance is included in Appendix 2 – the Cyberbullying Policy.

### **Dealing with Incidents of Bullying**

The following steps may be taken when dealing with incidents:

- If bullying is suspected, or reported, the member of staff who has been approached will deal with the incident immediately.
- The Form Tutor, Learning Coordinator, Deputy Principal and the Principal may all be involved as appropriate.
- Clear accounts of the incident should be sought and written down.

- The appropriate members of staff will interview the student(s). Records of interviews will be kept. The Guidelines for Dealing with Negative Behaviour, (Appendix 1), should be used.
- Parents will be kept informed.
- Appropriate sanctions will be taken.
- Support from outside agencies may be sought if deemed appropriate and in consultation with parents.
- Appropriate members of staff, following the incident, will monitor the situation.

### **Students who have been bullied will be supported by:**

- being offered, immediately, the opportunity to discuss the experience with Form Tutor/Learning Coordinator, or member of staff of their choice;
- being offered reassurance;
- being offered continuous support;
- restoring confidence and self-esteem.

### **Students who have bullied will be helped by:**

- being made aware of the various types of bullying and associated behaviours;
- discussing what has happened;
- discovering why the student became involved;
- establishing wrong-doing and the need to change;
- informing parents and seeking support in changing the attitude of the student.

### **The following sanctions are available:**

- verbal warning to cease offending;
- C3 Focus Time;
- exclusion from certain areas of the school premises;
- C4 Internal withdrawal;
- C5 Fixed-term exclusion;
- C5 Permanent exclusion.

In an attempt to eradicate such behaviour, the College will raise awareness of bullying through inclusion in the **Personal Development Curriculum**, form time, assemblies and subject areas, as appropriate. We will also have periods of particular focus –

e.g. Anti- Bullying Week.

### **Staff Policy**

Read in conjunction with '**Guidelines for Dealing with Negative and Devaluing Behaviour,**' (Appendix 1).

- Whoever is approached must arrange a time to discuss the problem and ensure

that the student is seen **before the end of the school day.**

- Use 'Guidelines for Dealing with Negative and Devaluing Behaviour' and 'Bullying Incident Sheet,' (Appendix 3), to record key actions.
- Inform Form Tutor and Learning Coordinator of the victim and bully and when necessary the Vice Principal, or Principal.
- Problems outside the school grounds are not our responsibility, nevertheless the member of staff involved should take the necessary steps to ensure the safe return home of the victim.
- Accept the students' account of the incident and provide support.
- Try not to minimise its importance by suggesting that there may have been a misunderstanding.
- Confirm that it was right for the student to approach you.
- Stress that they are not themselves the cause of bullying, otherwise there is a danger that insults may be internalised.
- Discuss whether the student would like a personal meeting with the student(s) responsible for the bullying, with a member of staff present, to explain the hurt s/he has experienced. Carefully document all meetings and retain for records.

## **Complaints Procedure**

Parents and students are encouraged to use our complaints procedure, (which is published on our web site), if they feel that their concerns about Bullying, (or anything else), are not being addressed properly.

## **Bullying, Support & Help-lines**

**Childline** (08001111) – [www.childline.org.uk](http://www.childline.org.uk). provides confidential advice to young people via telephone and on-line. A service of the NSPCC.

**BullyingUK** - [www.bullying.co.uk](http://www.bullying.co.uk). Offers advice to pupils, parents & schools on how to deal with bullying. Has many links to other useful UK-based websites.

**Kidscape** – [www.kidscape.org.uk](http://www.kidscape.org.uk). Offers advice to pupils, parents & schools on how to deal with bullying. Has its own page on cyberbullying.

**Parents Advice Centre** (028 9023 8800) – [www.pachelp.org](http://www.pachelp.org). Provides help and support to parents facing any family difficulty including bullying.

**Stop Text Bully** – [www.stoptextbully.com](http://www.stoptextbully.com). Designed to offer advice to pupils, parents & schools on dealing with text bullying.

**Chat Danger** – [www.chatdanger.com](http://www.chatdanger.com). A website designed to educate young people about the potential dangers of mobile phones, chat rooms, messenger websites & email.

**Centre for Exploitation and Online Protection** – [www.ceop.gov.uk](http://www.ceop.gov.uk). Part of the UK police, which is responsible for protection young people from on-line abuse. Find the

latest information on the sites young people like to visit, mobiles and new technology. Find out what's good, what's not and what you can do about it.

**NSPCC** – [www.nspcc.org.uk](http://www.nspcc.org.uk). Has some general advice on how to deal with bullying.  
UrZone – [www.urzone.com](http://www.urzone.com). A PSNI website which offers advice to young people on issues of importance.

**Northern Ireland Anti-bullying Forum Website** – [www.niabf.org.uk](http://www.niabf.org.uk). Hosted by Save the Children & funded by Dept. of Education. Offers advice to pupils, parents & schools on how to deal with bullying.

### **Useful Reading:**

- `Bullying; Wise Guide' by Michele Elliott
- `Don't Pick on Me: How to Handle Bullying' by Rosemary Stone
- `Your child bullying' by J Alexander
- `101 Ways to deal with bullying' - a guide for parents, by M Elliott
- `Keeping Safe: A practical guide to talking with children, by Kidscape
- `Helping children cope with bullying' by S Lawson
- `Confident children: a parents' guide to helping children feel good', G Lindenfield
- `Bullying and how to fight it: A Guide for families', by A Mellor
- `Fighting, teasing and bullying: Simple and effective ways to help your child', by J Pearce
- `The Bullying Problem: How to deal with difficult children, by A Train

# Appendix 1

## GUIDELINES FOR DEALING WITH NEGATIVE AND DEVALUING BEHAVIOUR.

**These descriptors should be used in a discussion with the student who has been bullied and with the Instigator.** Outcomes should be recorded on the Bullying Incident Sheet,'

Negative and devaluing behaviour often targets gender, special needs, sexuality, religion, culture, and racism.

Cyberbullying may also be prevalent, (including misuse of mobile phones, and tablets).

The process of dealing effectively with such behaviour may include the following sequence of events:

- A) Identifying the behaviour.
- B) Dealing with the Instigator.
- C) Supporting the Victim.
- D) Considering the effect on the School and Community.
- E) Monitoring incidents.

### **A) Identifying the Behaviour.**

1. Physical assault
2. Derogatory name-calling, insults and jokes.
3. Offensive graffiti.
4. Verbal abuse.
5. Derogatory, or offensive comments in the course of a discussion/lesson/via social media.
6. Ridicule of individual for differences, e.g. dress/food/accent/ sexuality/ethnicity.
7. Refusal to cooperate with others because of ethnicity, language, gender, or special needs.
8. The behaviour may be identifiable through the written version of events from a witness, or witnesses.

## **B) Dealing with the Instigator**

1. Instigator gives own version of event.
2. Reprimand. Reinforce that this behaviour is utterly unacceptable for a member of our College Community.
3. Loss of privilege, or reward.
4. Parent informed.
5. Sanction.

## **C) Supporting the victim**

1. Immediate attention from responsible adult.
2. Victim gives own written version of the event.
3. Express no tolerance attitude of school towards such behaviour.
4. Action explained.
5. In serious cases the Vice Principal, or Principal meets parents to explain action taken and discuss, as appropriate.

## **D) Considering the effect on the College and College Community**

1. Offensive graffiti removed immediately, (decide who is responsible for removal, before procedures implemented).
2. Matters of serious nature discussed with all the staff.
3. Students informed, in assembly, about matters of a serious nature in order to dispel rumour and hearsay.

## **E) Monitoring of incidents**

**All bullying incident sheets should be submitted to the Vice Principal, who leads behaviour management in the College.**

This allows the Vice Principal to:

1. Obtain a full picture of frequency and nature of incidents.
2. Measure the effectiveness of methods used in responding to incidents.
3. To provide a statistical base for analysis of incidents.

## Appendix 2

### Cyberbullying Policy

#### Definition

*“Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.”*

Department for Children Schools and Families.

Cyberbullying can have a serious impact because of a number of factors including:

- Invasion of personal space.
- The anonymity, (at least initially), of the Bully.
- The ability to broadcast upsetting messages and images rapidly to a potentially huge audience and to continue to do so repeatedly over a long period of time.

#### Forms of Cyberbullying

Cyberbullying may take different forms:

- Threats and intimidation via electronic means.
- Harassment, or ‘cyberstalking.’
- Sexting.
- Vilification/defamation.
- Setting up website pages to invite others to post derogatory comments about a student.
- The sending of insulting and vicious text messages.
- Exclusion, or peer rejection.
- Impersonation.
- Unauthorised publication of private information, or images, (including ‘happy slapping’).
- The posting of fake and/or obscene photographs of the victim on a social networking site.
- Hacking into social networking sites and removing and circulating material which may embarrassing, or personal.
- Manipulation.
- “Chatting” on line e.g. through Social Network/Gaming/MSN Sites etc.

Whilst some cyberbullying is clearly deliberate and aggressive, it must be recognised that **some incidents of cyberbullying may be unintentional** and the result of simply not thinking about the consequences.

Students may need reminding that under the **Malicious Communications Act 1988**, it is an offence for a person to send an electronic communication which conveys a message which is indecent, or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

## **Preventing Cyberbullying**

Members of the Strangford College Community will understand and discuss Cyberbullying through:

- The sharing of the definition of Cyberbullying.
- The discussion of Cyberbullying and its forms.
- The learning of our responsibilities in the use of ICT, and the sanctions for its misuse.

Agreed rules will be followed when using ICT, (see Acceptable Use of ICT Policy).

## **Key Practices**

- Annual reviews will be made of our strategies to tackle Cyberbullying.
- The Bullying Incident Forms are used to record Cyberbullying incidents – and are retained by the Vice Principal.
- In line with other bullying incidents, students will be encouraged to report incidents of Cyberbullying and there will be active promotion of reporting incidents through the school's PD Programme.
- The promotion of the positive use of technology will be encouraged.
- The exploration of safer ways of using technology will be carried out.
- The prevention of Cyberbullying will be promoted through discussion and student activities around what Cyberbullying is and how it differs from other forms of bullying. Cyberbullying education will be delivered through PD lessons, Year Group Assemblies, ICT lessons, and special events.

Strangford College reserves the right to monitor students' use of the internet on a routine basis and to examine mobile phones where there is reason to suspect abuse. Students will be held personally responsible for all material that they have placed on any web site and for all material that appears on a web site of which they are an account holder. Misconduct of this kind outside of school will be liable to school discipline if the welfare of other students, or the culture, or reputation of the College is placed at risk and sanctions may include confiscation of mobile phones, or restrictions on the use of the internet.

## **Investigating incidents – those subjected to Cyberbullying.**

The person being bullied should keep examples of texts or emails received to aid an investigation. To contain the spread of Cyberbullying consideration must be given to:

- Contact the service provider, or host, (e.g. the social networking site).
- Contact the police, (in relation to illegal content).

Members of the school community will be advised on steps they can take to avoid recurrence. These will include:

- Not to retaliate, or reply.
- Being aware of appropriate contact details of service providers.
- An awareness of changing contact details, blocking contacts, or leaving a chatroom.

All allegations of Cyberbullying will be taken seriously.

### **Working with the Perpetrator and Sanctions**

Steps should be taken to change their attitude and behaviour as well as ensuring access to any support that is required.

The following factors should be considered when determining the appropriate sanctions:

- The impact on the Victim: was the Bully acting anonymously?
- Was the material widely circulated and humiliating?
- How difficult was controlling the spread of the material?
- The motivation of the Bully: was the incident unintentional, or retaliation to bullying behaviour from others?

Technology-specific sanctions for students engaged in Cyberbullying behaviour could include limiting internet access for a period of time, or removing the right to bring a mobile phone into school. Professional judgment will be used in choosing from a range of strategies to remind individuals and groups of their responsibility to prevent bullying and help deal with it if it happens. Parents of both the aggrieved and the perpetrator (where known) will be informed, so that the process of restorative justice can be implemented at an early stage. External agencies will be involved when this is deemed appropriate especially where there has been a breach of criminal law.

### **Recording incidents**

All incidents of Cyberbullying will be recorded by the appropriate adult, (usually the person to whom the bullying is disclosed), on the College Bullying Incident Form - the same process for recording any other form of Bullying– see Appendix 3.

The Vice Principal, who leads Behaviour Management and Pastoral Care at the College, will monitor Bullying Report forms, which will be useful in evaluating policies and practices.

## Appendix 3



### Bullying Incident Form

**Name of Student:**

**Class:**

**Other Student(s) involved:**

**Type**, (please circle):    **Physical** (hitting, kicking, theft)    **Indirect**, (spreading rumours, social exclusion)

**Verbal**, (name calling, racist remarks)    **Cyberbullying**

**Report, (continue overleaf, if required):**

#### **Action taken (indicate with $\surd$ as appropriate)**

- |  |   |
|--|---|
| <input type="checkbox"/> Parents contacted.                            | <input type="checkbox"/> Form Tutor informed.                 |
| <input type="checkbox"/> Learning Coordinator informed.                | <input type="checkbox"/> Vice Principal / Principal informed. |
| <input type="checkbox"/> Self-protective strategies in place (specify) |   |
| <input type="checkbox"/> Sanctions implemented (specify)               |   |
| <input type="checkbox"/> Other strategies in place (specify)           |   |

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Appendix 4



**SHARED EDUCATION PROJECT**

**Anti-Bullying  
Document**

## Anti-Bullying

*"Understanding what bullying is and how it affects students allows us to be better equipped to effectively stop bullying behaviours"*

*(Finger, Craven, Parada & Yeung, 2007).*

<b>1.Introduction</b>	<p>In Strangford College we aim to create a caring community in which all pupils are encouraged to fulfil their spiritual, intellectual, physical, social, aesthetic and emotional potential.</p> <p>Central to this aim is the recognition of the worth and value of every child, and the promotion of mutual understanding and respect for others.</p> <p>We aim to establish a community wherein all students, staff and parents enjoy a sense of belonging and each has an important role to play in the success of that community.</p> <p>This policy has been developed consistent with 2003 Statutory Requirements (Education &amp; Libraries NI Order) which requires Board of Governors and Principals to consult with all key stakeholders (students, parents, and staff) regarding positive behaviour and bullying prevention measures which must be in place. Specific articles of the Legislation include the following:</p> <p><b>Article 17</b></p> <p>Every child has the right to reliable information from the media. This should be information children can understand. Governments must help protect children from materials that could harm them.</p> <p><b>Article 18</b></p> <p>Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by giving them the help they need, especially if the child's parents work</p> <p><b>Article 19</b></p> <p>Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them</p>
-----------------------	--

	<p>Reference DE Circular 2003/13</p> <p>WELFARE AND PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003</p> <p><i>'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)</i></p> <p><i>'Pastoral Care in Schools: Child Protection' (1999)</i></p>
<p><b>2. Definition of bullying</b></p>	<p><i>"Bullying is the repeated and intentional use of physical, verbal, electronic, written or psychological acts of omissions, or any combination thereof, by one or more pupils against another pupil or group of pupils with the intention of causing hurt, harm, fear, distress or adversely affecting the rights or needs of that pupil or group of pupils"</i></p>
<p><b>3. Links between this policy and other school policies</b></p>	<p>Student welfare embraces all aspects of pastoral care, including child protection, pupil behaviour, health and well-being, safety and security and our duty to safeguard and promote the welfare of students is addressed through our other school policies such as Positive Behaviour / Discipline Policy, Pastoral Care; Acceptable Use of the Internet Policy, Child Protection</p>
<p><b>4. Principles</b></p>	<p>Principles and values that our schools hold.</p> <ul style="list-style-type: none"> <li>• Students have a right to learn in a safe and supportive environment, free from intimidation and fear.</li> <li>• The welfare/well-being needs of all children and young people are paramount and pupils' needs, whether bully or targeted student, need to be separated from their behaviour.</li> <li>• When bullying concerns are identified our school will work in a restorative and solution focussed way to achieve the necessary change.</li> <li>• Students who are targeted will be listened to and supported.</li> <li>• Students who engage in bullying behaviour will be listened to and supported to accept responsibility and change their</li> </ul>

	<p>behaviour</p> <ul style="list-style-type: none"> <li>• Staff will receive awareness-raising training regarding bullying prevention including effective, appropriate strategies for intervention</li> <li>• Where a concern arises, staff will receive ongoing support from Senior Leaders with Pastoral responsibility</li> <li>• Parents will be made aware of our College's practice to prevent and to respond to concerns through parent evenings, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child.</li> </ul>
<p><b>5.The process of Participation and Consultation</b></p>	<p><b>Examples of positive engagement/Interactive strategies:</b></p> <ul style="list-style-type: none"> <li>• Form / Class based workshop to negotiate and agree a Code of conduct for Positive behaviours within group.</li> <li>• Awareness raising programmes through Curriculum and involvement in NI Anti-bullying Week</li> <li>• Obtaining the views of elected student representatives e.g. class council, school's council or prefects</li> <li>• Survey/questionnaires distributed to pupils, parents and whole school staff. <b>Nov 2015</b></li> <li>• Awareness raising programmes: Anti- Bullying leaflet for pupils, Anti - Bullying advice leaflet for parents and Cyber bullying leaflets for parents and students</li> <li>• On - going Professional Development and support for staff</li> <li>• Monitoring effectiveness of our preventative policy - when issues arose how effective were our interventions? What learning is there from these - identify and implement improvement/changes</li> <li>• Collect data and maintain/review records to monitor and evaluate effectiveness of policy and intervention strategies</li> <li>• Formal review/update of policy (every 2 years or as required), formally adopted by Board of Governors, signed and dated.</li> </ul>
<p><b>6.Preventative measures</b></p>	<ul style="list-style-type: none"> <li>• Formulation (involving all stakeholders) and communication of school wide rules concerning Positive Behaviour expectations (eg classroom charters, posters, displays, incentives, pupil awards, school assemblies, workshops)</li> <li>• School Curriculum which addresses prejudice, discrimination and Social/Emotional Learning (PDMU/ PD /LLW &amp; Citizenship)</li> <li>• School wide supervision and effective, consistent behaviour</li> </ul>

	<p>management by all staff</p> <ul style="list-style-type: none"> <li>• Creating Safe Havens for vulnerable pupils in identified "hot spots" (eg through seating arrangements, movement between classes, peer support arrangements including Circle of Friends)</li> <li>• Opportunities for developing Positive Peer Relationships (Peer Support/buddy schemes and Class/School Council)</li> </ul>
<p><b>7. Bullying Behaviours</b></p>	<p>The following are unacceptable behaviours <b>BUT</b> only constitute bullying behaviours when they are recurrent/persistent, targeted with intent and where a power imbalance between pupils is evident.</p> <p><b>Type of incident:</b></p> <ol style="list-style-type: none"> <li>1. <b>Physical bullying</b> (includes jostling, physical intimidation, punching/kicking, any other physical contact which may include use of weapons)</li> <li>2. <b>Verbal bullying</b> (includes name calling, insults, jokes, threats, spreading rumours)</li> <li>3. <b>Indirect bullying</b> (includes isolation, refusal to work with/talk to/play with/help others, interfering with personal property) and includes <i>Cyber-bullying</i>: misusing mobile phones and internet programmes to humiliate, threaten and isolate another.</li> </ol> <p>Pupils may be targeted on the basis of race, religion, culture, gender, perceived sexual orientation</p> <p>The 2003 Statutory Requirements (Education &amp; Libraries NI Order) requires schools to "encourage <b>good behaviour and respect for others</b>" and in particular <b>prevent</b> all forms of bullying.</p>
<p><b>8. Responsibilities of all Stakeholders.</b></p>	<p><b>The Responsibilities of Staff</b></p> <p>Our staff will</p> <ul style="list-style-type: none"> <li>• Foster in our pupils self-esteem, a sense of their rights and their responsibilities to others</li> <li>• Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.</li> </ul>

- Discuss bullying behaviour with all classes, so that every pupil learns about the damage it causes to both the pupil who is targeted and the pupil who engages in bullying behaviour.
- Emphasise the importance of telling a trusted adult about bullying behaviour when it happens or is observed.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and respond appropriately.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change in accordance with agreed procedures.

### **The Responsibilities of Pupils**

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- Intervene to support any pupil who is being bullied, unless it is unsafe for them to do so.
- Report any concerns or instances of bullying witnessed or suspected, to a member of staff to dispel any climate of secrecy and help to prevent further instances.

*Anyone who becomes the target of bullies should:*

- Have the courage to speak out, to put an end to their own suffering and that of other potential targets.

### **The Responsibilities of Parents**

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to *(their form teacher/Head of Year /Head of Pastoral Care or any member of staff)* and explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying behaviour.

	<ul style="list-style-type: none"> <li>• Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;</li> <li>• Keeping written records of any reported instances of bullying</li> <li>• Informing the school of any suspected bullying, even if their children are not involved;</li> <li>• Co-operating with the school, if their child is involved in a bullying concern, to resolve the difficulty in a way which stops the behaviour recurring and meets the needs of all children</li> </ul>
<p><b>9.Procedures for dealing with incidents of bullying</b></p>	<ul style="list-style-type: none"> <li>• Gather information.</li> <li>• Use school's system for recording incidents eg C2k SIMS.</li> <li>• Assess appropriate interventions and plan with reference to the School's Positive Behaviour Policy and Northern Ireland Anti-Bullying Forum Interventions Framework and Guidance Document, "<u>Responding to Alleged Bullying Behaviour</u>".</li> <li>• Define roles and responsibilities for all staff.</li> <li>• Consider communication issues and essential tasks.</li> <li>• Obtain advice, support or make a referral to relevant Support Services e.g. EWO, Behaviour Management Team, Education Psychology, Pupil Personal Development Team, Child Protection Support Services.</li> <li>• Continue to monitor.</li> </ul>
<p><b>10.Professional development of Staff</b></p>	<p>Safeguarding Training March 2017  Refresher training on dealing with incidents of bullying August 2017</p>
<p><b>11.Monitoring and review of policy</b></p>	<p><b>MONITORING AND REVIEW</b>  <i>(Includes details of how the policy will be monitored and reviewed.)</i>  Monitoring Process:</p> <ul style="list-style-type: none"> <li>• Check to ensure that everyone is aware of the definition of bullying and its various forms.</li> <li>• Heads of Key Stage/Form Teachers to meet once every month to scrutinise SIMS/SIMS Discover for incidents of bullying, bullying type and the action taken to resolve occurrences.</li> <li>• Referrals to Learning Support Group to gauge the effectiveness of our interventions and to advise on next most appropriate steps.</li> </ul>

- Highlight the most successful resolutions for sharing of 'best practice'.
- Students, parents and whole staff surveyed to gauge effectiveness of our policy.

Review:

- the Number, type and frequency of bullying situations
- the quality of record keeping on SIMS
- the effectiveness of our interventions
- the outcomes of our monitoring process with a view to making changes
- the extent of our commitment to positive behaviour as modelled by students, parents, whole school staff

**Policy approved on**

**SIGNATURE/DATE**

Chair of the Board of Governors and the Principal.