

Dalriada School

Anti-bullying Policy

Bullying is the repeated use of any verbal, written or electronic communication or any other act or any combination of those, by a pupil or group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

(Addressing Bullying in Schools (NI) Order, 2016)



Consultation

May 2018 – to students' council

June 2018 – to pastoral team

October 2018 – to parents

November 2018 - to SLT & Safeguarding Team

January 2019 – to Board of Governors

Adopted - January 2019

Reviewed – May 2019 (following DE training & guidance)

Review date – May 2020

"The Board noted receipt of a letter from the NI Teachers' Council concerning the new Anti- Bullying Initiative. After discussion of the content and consideration of the current Teacher's Industrial action it was noted that this current policy, incorporating the spirit of the new initiative, would be followed to safeguard the needs of pupils. All bullying concerns will be recorded on SIMS and the new Bullying Concern Assessment Form in the policy will not be used. The matter will be kept under review"

Available online or as a hard copy from the school office upon request.

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Dalriada School provides a safe and caring learning environment where all pupils are treated equally. The school promotes social responsibility, mutual respect and courtesy among all members of the school community. Pupils and staff act as role models for each other, avoiding any form of exclusion or bullying behaviour. Any form of derogatory language is to be challenged so that all feel secure in the school environment. Dalriada School promotes difference, inclusion and diversity and has a zero tolerance attitude toward bullying behaviour. Bullying behaviour in all forms will be recognised, prevented and dealt with seriously.

AIMS

- To develop a safe, open environment which has a zero tolerance to bullying behaviour
- To have a clear definition of bullying
- To outline some modes of bullying and motivations for bullying
- To encourage home and school to work together to tackle bullying
- To use international research to shape an effective policy
- To work with local agencies to provide training and resources to support the content of the policy
- To have a clear reporting and recording system
- To have preventative strategies across the school to prevent bullying
- To raise awareness amongst all the school community
- To provide guidance to pupils, staff and parents
- To have a range of intervention strategies which are known to staff, pupils and parents
- To facilitate ongoing evaluation of the anti-bullying policy

DEFINITION

Dalriada School adheres to the Addressing Bullying in Schools Act (NI) 2016 definition of bullying as

the repeated¹ use of any verbal, written or electronic communication or any other act or any combination of those, by a pupil or group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

Dalriada School also adheres to the Department of Education (1999) definition of bullying as

‘deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him or herself’

This is in line with up-to-date international research (Olweus, 1993; Purdy & McGurkin 2015; Purdy & Smith, 2016; Rigby, 2005; Smith et al, 2012) which defines bullying as the repetition of behaviour with the intent to cause harm, with an imbalance of power.

Bullying behaviour must therefore meet the following criteria:

- 1. Intention to cause harm**
- 2. Repetition of the bullying behaviour**
- 3. An imbalance of power between the victim and the bully**

Cyberbullying is defined in this policy as any behaviour performed through electronic or digital media by individuals or groups that repeatedly communicates hostile or aggressive measures intended to inflict harm or discomfort (Tokunaga, 2010). (Note that one post on social media also falls under ‘repeated’ as it can be shared indefinitely).

¹ ‘One off incidents’ may be recognised as bullying behaviour. This is to be determined by the school (DE guidance May 2019) following investigation of the impact and severity of the incident.

The school has responsibility to tackle bullying involving pupils when they

- Are on the premises during the school day
- Are travelling to or from school during the school term
- Are in the lawful control or charge of a member of school staff
- Are receiving educational provision arranged by the school but provided elsewhere
- Electronic communication outside school premises and hours **may** also be the responsibility of the school (Deputy Head in consultation with the Headmaster to decide each case on an individual basis).

PRINCIPLES

Dalriada School commits to the following principles of best practice. The school will:

- Create a positive ethos and learning climate
- Provide effective leadership in the area of anti-bullying
- Develop a whole-school approach to anti-bullying
- Implement preventative strategies to stop bullying happening
- Implement intervention strategies to address bullying if it happens
- Equip staff with the skills needed to address bullying
- Provide effective supervision of pupils in free time
- Consistently receive, record and investigate bullying incidents
- Provide a trusting climate where victims of bullying behaviour are willing to report to an adult
- Involve all stakeholders in anti-bullying work
- Work with the pupil who has displayed the bullying behaviour to support them in altering their behaviour and exploring why they feel the need to act as they do
- Work with the victim of bullying and support them to build resilience and show them it is no fault of their own that they have been targeted
- Evaluate the anti-bullying policy

TYPES OF BULLYING

- Verbal (for example name calling, negative comments)
- Physical (for example poking, shoving, pushing, punching)
- Intimidation (based on very aggressive body language or words)
- Racial (based on bullying due to race)
- Damage to property (for example, damage to, defacing, stealing or hiding personal property)
- Extortion (for example, demands for money often accompanied by threat)
- Cyber (electronic or digital media by individuals or groups that repeatedly communicates hostile or aggressive measures intended to inflict harm or discomfort). See page 5.
- Indirect/relational (this can apply to all pupils however research indicates that indirect bullying is most prevalent amongst girls and may include rumour, gossip, exclusion, ignoring, nasty comments, nasty messages, online messages)
- Homophobic (including name calling, inappropriate language, derogatory comments about sexuality)
- Disablist (the targeting of pupils with Special Educational Needs or physical disabilities)

CYBERBULLYING (additional information)

Dalriada School acknowledges that technology is part of the everyday life of pupils and staff and that these technologies can have a very positive use within modern day society. However, there are many negative aspects of these new technologies and online social media sites and many pupils can experience online bullying (cyberbullying).

Pupils and parents should be aware that the misuse of technology and online media can lead to criminal action and they should be aware of the relevant legislation (see Appendix 2).

Pupils need to be educated through LLW, ICT classes and tutorial that online comments and actions need to be carefully thought about as what may seem like fun to some pupils may be hurtful to others and constitute bullying. Pupils need to be clear that they should think before they post a comment on social media and the school will educate pupils in the relevant legislation (see Appendix 2).

If a pupil feels they are being targeted online, they should:

- Keep an image of the message
- Keep a record of times, numbers, names, dates
- Change passwords, email addresses, online names
- Block/ignore the messages
- Ask the cyberbully to stop
- Tell an adult

WHY ARE SOME PUPILS TARGETED?

- Physical appearance
- Sexual orientation
- Gender identity
- Special Educational Needs or Disabilities
- Academic ability
- Family situation (including Looked After Children and Young Carers)
- Religious, political or racial group
- Change in friendship group (indirect)

POSSIBLE SIGNS A PUPIL MAY BE BEING BULLIED

Pupils in Dalriada will be taught that reporting bullying for themselves or others is always the best thing to do. However, pupils are often reluctant to report bullying so the following signs may be an indicator that bullying is occurring:

- Anxiety about travelling to school on public transport
- Unwillingness to go to school
- Loss of enthusiasm for school
- Decline in academic performance

- Pattern of physical illness
- Pattern of wanting to avoid certain classes or activities
- Unexplained changes in mood or behaviour
- Visible signs of distress
- Out of character comments or actions
- Damaged or lost property
- Increased requests for money
- Unexplained physical harm

These signs may be symptomatic of many things (not just bullying) however any concerns should be reported immediately to the Deputy Head (Pastoral) who is the Designated Child Protection Teacher.

CONSULTATION

The Anti-bullying policy was created and adopted through consultation with the following:

- International research through MEd module
- Legislation through research
- Pupils through small focus groups and student council meetings
- Parents through written feedback and discussion
- Teachers through written feedback and discussion
- Safeguarding Team through meeting November 2018
- Board of Governors feedback from governors and from discussion at January 2019 meeting

TRAINING

Staff will at times participate in staff training and a record of this will be kept by the Deputy Head (Pastoral) and on individual staff training records. Examples of past training have included:

- The Deputy Head has completed a MEd in Pastoral Care with focus on anti-bullying and this may be used to provide training for all staff members.
- Disablist and SEN Bullying by Deputy Head and Head of Years.
- Pastoral Team training by 'Cara Friend' on LGBT issues.
- Year 10 & Sixth Form pupils receive peer mentor training.
- During August Induction staff have refresher anti-bullying training.
- Staff and pupil training on understanding and tackling cyberbullying.
- External facilitators providing workshop style training for pupils on bullying/cyberbullying
- Parent information sessions (at information evenings for each year group) on understanding and tackling cyberbullying and safe internet use.

The Deputy Head (Pastoral) will seek training opportunities and offer training opportunities to staff, pupils and parents.

REPORTING AND RECORDING

The ethos within the school will encourage all pupils to report incidents of bullying to an appropriate adult or another pupil.

Staff will complete a Reporting Bullying Incident Form when a bullying incident is reported to them. This will be passed to the Head of Year and to the Deputy Head (Pastoral) who will use this to continue to monitor incidents and report to the Headmaster. (See Appendix 7)

ROLES AND RESPONSIBILITIES

- Pupils
 - Engage with the school policy and strategies on anti-bullying
 - Be clear about how they can help prevent bullying
 - Be clear about how to report bullying. If pupils feel as if they are being bullied they should:
 - Stay calm and try to remain confident
 - Get away from the situation
 - Tell an adult or another pupil
 - Record what has happened, how often it has happened, who was involved, where it happened, who saw it happening?
 - Be clear about the counselling service available in school

- Parents
 - Be aware that the school does not tolerate bullying
 - Be familiar with the school Anti-Bullying policy
 - Attend Information Evenings (where information will be disseminated)
 - Be familiar with the Northern Ireland Anti-Bullying Forum parent resources
 - Be familiar with the school peer mentoring programme
 - Be aware of the procedures to follow if they believe their child is being bullied
 - Will engage with the school to ensure that any complaint about bullying is taken seriously – contact the Deputy Head (Pastoral) in the first instance and if the matter is not adequately resolved contact the Headmaster. If the matter is still unresolved parents should write to the Chair of the Board of Governors (details on school website)
 - Will reinforce the value of good behaviour at home

- Staff
 - Create an inclusive environment where all pupils feel safe and valued
 - Be aware of the anti-bullying policy and follow it in a clear and consistent manner (substitute staff and volunteers will be expected to read both the school Child Protection Policy and Anti-Bullying Policy Summary)
 - Are sensitive to the emotional needs of pupils and parents reporting bullying (including on the telephone)
 - Be aware of the difference between teasing, aggression and bullying (for sanctions in relation to aggressive behaviour refer to the Behaviour Management Policy). (See Appendix 4)
 - Be vigilant for all types of bullying and ensure that concerns are reported so that there can be early intervention
 - Ensure positive classroom management and challenge inappropriate behaviour
 - Complete supervision duties to ensure all areas of the school are safe for pupils
 - Should inform pupils of the actions they have taken in relation to a bullying incident
 - Agree a plan of action with the victim of bullying and inform them for the next action to be taken
 - To avail of anti-bullying training (if appropriate) when possible and to pass information to Deputy Head (Pastoral)

- Form Tutor (in addition to the above)
 - Provide information on bullying, including prevention and intervention strategies through LLW and tutorial
 - To work with the Head of Year on intervention strategies

- Head of Year (in addition to the above)
 - To consistently record all incidents of bullying- including completion of BCAF & SIMS
 - To fully inform the Deputy Head (Pastoral) of all allegations and investigations
 - To provide a written copy of records regarding intervention strategies used
 - Oversee the LLW/Tutorial programme
 - To work with the Deputy Head (Pastoral) on intervention strategies
 - To work with the Deputy Head (Pastoral) as required.

- Deputy Head (Pastoral)
 - To undertake up to date research and training
 - To identify the most appropriate resources to be used in each individual incident
 - To undertake an audit of current anti-bullying work to help prioritise the changes needed in the Anti-bullying policy
 - To disseminate research
 - To disseminate the anti-bullying policy
 - To ensure all stakeholders are actively consulted in the creation, evaluation and review of the anti-bullying policy
 - To consistently monitor the recording of all incidents of bullying
 - Analyse records of bullying incidents to look for patterns or areas of concern
 - To liaise with the school counsellor
 - Engage with authorities responsible for policy making (e.g. DENI/EA)
 - To review and evaluate the LLW/Tutorial programme
 - Seek out training and good practice/resources from external agencies
 - Actively promote awareness realising campaigns e.g. NIABF Anti-Bullying Week
 - Work with wider community (e.g. Translink, PSNI, local schools) to prevent and tackle bullying
 - To provide the Principal with an update on investigations
 - To include any bullying concerns on the monthly Safeguarding Report to Governors
 -

- Principal (in addition to above)
 - Ensure that the Deputy Head (Pastoral) provides effective staff training and staff resources
 - Ensure that pupils, parents and staff are consulted in all policy creation and review
 - Ensure there is a clear complaints procedure for parents
 - Report to the Board of Governors about bullying incidents (when necessary)

- Board of Governors
 - Ensure that the school consults pupils, parents and staff in policy creation and review
 - The Chair of the Board will engage with parents should a complaint be received (in writing)
 - To decide an appropriate timescale for reviewing and updating the policy
 - Ensure that legislation and guidance are implemented
 - Complete any Governor training as required and advised

PREVENTATIVE STRATEGIES

Dalriada School aims to prevent bullying taking place within school. It will endeavour to do this via:

- Carefully allocated staff supervision duties at ‘free’ times during the school day
- Carefully selecting prefect monitors on bus routes
- Carefully allocated peer mentor system – each Year 8 class has two Senior Prefects allocated to it, and each Year 8 pupil has a Year 10 mentor who is matched with a Year 14 pupil.
- Carefully selecting the content of the LLW and tutorial programme (teach skills to help pupils prevent, report and stop bullying as well as building resilience)
 - Focus on social skills and empathy
 - Focus on how behaviour can be perceived differently than intended
 - Giving opportunities for self-reflection, using role play for bullying scenarios and to outline the roles can take in the bullying scenario (victim, bully, assistant, defender, bystander)
 - Teach how to identify emotions and how to control feelings such as anxiety, anger and frustration
 - Facilitate external providers to present information to pupils on topics identified as needing further attention than the LLW/tutorial programme allows
- Assemblies
- A school focus on anti-bullying during Anti-bullying week (November)
- Parents’ Information Evenings
- Anti-bullying notice board
- Providing lunchtime activities to promote inclusion and a sense of community and fun
- Providing a ‘safe’ place to go during free time, this may be study rooms, the library or conference room, form room, science library
- Consultation on the policy

SUSPECTED BULLYING INCIDENTS – GUIDANCE

GUIDANCE FOR STAFF, SUPERVISORS AND PREFECTS

- Be alert to potential bullying related incidents and be aware of the importance of detecting them early and passing on the appropriate information to the Form Tutor, Head of School or Deputy Head (Pastoral)
- If you suspect a case of bullying report it as soon as possible to the appropriate Form Tutor, Head of School, Deputy Head (Pastoral) or the Headmaster.
- When you report, it is very important that all the relevant information is given accurately and quickly. The pertinent details, observations and actual words spoken should be recorded in writing as soon as possible. This may include keeping electronic messages and other materials (Use the recording sheet attached to the policy, Appendix 7)

GUIDANCE FOR STAFF INVESTIGATING A BULLYING INCIDENT

The staff who investigate bullying incidents are likely to be Form Teachers, Heads of School and/or the Deputy Head (Pastoral). However, other teachers with particular knowledge, skills or experience may well be involved and the Headmaster will be kept informed and may participate. In any event the following points are used to establish the basic principles underpinning such an investigation:

- Normally two members of staff will be present when a pupil is being interviewed and notes of the interview will be made and recorded in a factual and objective manner.
- When there is evidence that a pupil has engaged in bullying behaviour he or she will be told in clear terms that this behaviour (not the pupil) is utterly unacceptable.

- The parents will be informed and may be asked to come to school to discuss the matter.
- Consultation will take place with the Head of School/Deputy Head/Headmaster to determine an appropriate course of action, including intervention strategies and appropriate sanctions.

GUIDANCE FOR PUPILS WHO MAY BE EXPERIENCING BULLYING BEHAVIOUR

This section has been written in the knowledge that bullying is a complex problem. **You must realise that there may be no easy answer that makes all your problems go away instantly.** However, we recognise that bullying survives in secrecy and often the first step towards a solution is to bring it out into the open. We know that bullying problems rarely "sort themselves out" but that opening the situation up is a step in the right direction. The following points are made with this in mind.

- If you are being bullied it is very important to tell someone about it
- Talk to your parents, a teacher, a prefect or a school friend. It is also a good idea to record the bullying behaviour (you could use the sheet provided in Appendix 8 of this policy).
- When possible avoid times and places when and where you feel you might be bullied. This is not "running-away" but is common sense
- Surround yourself with supportive friends
- Get involved with extra-curricular activities that take place at lunch time
- Keep evidence of offensive text messages and/or material posted on the web
- General advice will be provided through the LLW and ICT programmes which will also provide opportunities for useful class discussion of bullying issues.
- Ask your form teacher, Head of Year or Deputy Head (Pastoral) for some useful literature. There are a number of publications now available and these can be obtained through the school. You might also look at the anti-bullying noticeboard outside B5 for helpful suggestions
- Read the anti-bullying policy carefully. It will show you that your concerns will be taken seriously and that once you tell someone then the school will take action.

GUIDANCE FOR PARENTS OF PUPILS WHO ARE EXPERIENCING BULLYING

No school can reasonably claim to be free from bullying, therefore if your child talks to you about being bullied we advise you to take it seriously. However, since victims of bullying often have feelings of shame and/or embarrassment that make it difficult to talk you may become aware of bullying through less obvious means. If your child is showing signs of distress and is, for example, unwilling to attend school or to travel certain routes, or consistently has articles damaged or stolen, then it **may** indicate that bullying is going on. In any case we suggest that you act in accordance with the following principles:

- If you suspect your child is being bullied inform the school at once by telephoning the school office and asking to speak to your child's Form Tutor, Head of School, Deputy Head (Pastoral) or Headmaster. You could also look at www.education-ni.gov.uk/articles/dealing-bullying for guidance on reporting bullying (a hard copy is available from the Deputy Head (Pastoral)).
- When you contact the school, give as much detail as you can. **Be aware that there is likely to be no quick and easy answer but if you contact the school you will be taken seriously and that a full investigation will begin.** You will be kept informed about how the investigation is progressing and what action has been taken, however you need to allow time for the investigation to be thorough.
- We also recommend that you try to stay calm and to talk things through with your son or daughter. A sympathetic and supportive approach that concentrates first on listening to what the child has to say does most good. Exhortations for pupils to stand up for themselves are usually unhelpful. On no account should pupils resort to physical violence to counter bullying behaviour. You may find www.education-ni.gov.uk/articles/dealing-bullying helpful for providing advice for parents.

- Encourage your child to talk to a teacher about the problem and try to prepare him/her to play a full part in the school's investigation of the situation which will inevitably involve interviews of pupils by staff.
- When victims of bullying are identified they will be offered support and reassured that no blame attaches to them. However, they may also be made aware that there are ways to respond to bullying that they may have to develop and put into practice, with appropriate guidance and support.
- You will be fully informed and involved in discussions with school staff and it may be appropriate to utilise external agencies, with parental consent, to provide part of the counselling and support for the victim.

GUIDANCE TO PARENTS OF PUPILS WHO ENGAGE IN BULLYING

BEHAVIOUR

- You will be informed about any allegations and the investigation that has taken place, including the interview with your son/daughter. Do not assume the school is concluding that the allegation of bullying is accurate, however the school has a responsibility to fully investigate all allegations and suspected bullying behaviour.
- You may be asked to attend a meeting in school with your son/daughter and the Head of Year, Deputy Head (Pastoral) and/or the Headmaster.
- Any bullying behaviour will be recorded on the pupil's personal file on SIMS and appropriate sanctions taken, taking into account the circumstances and the pupil's school record. (Examples of sanctions are listed in the School's Behaviour Management Policy).
- An assurance of future good behaviour will be asked for and recorded in the pupil's personal file on SIMS and both the bully and the parents will be made aware of the potentially serious consequences of any repetition of the behaviour.
- It may be appropriate to offer advice and guidance on how to avoid being a bully, and with your consent utilise the services of appropriate outside agencies.

POSSIBLE INTERVENTIONS THAT THE SCHOOL MAY CONSIDER USING TO STOP THE BULLYING BEHAVIOUR

The Northern Ireland Anti-Bullying Forum (2013) suggests four levels of interventions, however it must be remembered that every incident should be individually assessed and the intervention chosen must be best suited to the pupils involved and the unique circumstances of the incident.

Level of Intervention	Aim	Who?	What?
Level 1 – low level behaviour. Possibly one off incidents	To explain inappropriateness of behaviour To point out stress behaviour caused To stop the behaviour	Form Tutor	Speak to the pupil responsible for bullying behaviour – explain how causing harm and why inappropriate. Ask for the behaviour to stop immediately and explain consequences. Speak to the victim – ask about any behaviour which may have provoked the behaviour, and let them know what has been said to the other pupil. Monitor the situation Complete a record sheet
Level 2 – Intermediate level behaviour. Repeated behaviour	To address continuing behaviour which was not stopped by level 1 action	Head of Year + tutor	Timetabled meetings with pupil being bullied Parents are informed May include: <ul style="list-style-type: none"> • Support group method • Mediation • Peer mentors being utilised • Sanctions for bullying behaviour Complete a record sheet
Level 3 – Complex bullying behaviour	To stop the ongoing issue To involve all stakeholders A range of strategies (involving many) may need to be used	Deputy Head (Pastoral)	Use several interventions (suitable to previous action and the individual aspects of this incident) May include: <ul style="list-style-type: none"> • One to one interviews • Work with other pupils e.g. empower bystanders • Whole class discussions • Method of Shared Concern • Peer mentor being utilised • Sanctions for bullying behaviour Complete a record sheet
Level 4 High Risk Behaviour	To safeguard all pupils	Designated teacher for child protection	Refer to Safeguarding and Child Protection Policy

In the light of international research into effective methods for tackling bullying behaviour our school is focussed on dealing with each bullying incident on an individual basis and will use a range of intervention strategies that best suit the pupils and situation involved.

It aims to:

1. Stop any bullying behaviour
2. To react to bullying behaviour in an appropriate and consistent manner
3. To safeguard pupils who have experienced bullying behaviour (as bully or victim)
4. To apply sanctions in a consistent and proportionate way

Possible interventions² include the following:

The support group method – usually the ‘victim’ will not be present (only to be used if the victim and parents are in support of the method and to be directed by the staff involved)

1. The Head of Year and Form Tutor will talk to the victim and ask them to explain what happened and the impact it has had on them. This will be recorded by the victim or by the staff involved.
2. The staff may then convene a meeting with a group of pupils, including the supposed bully, who may have witnessed the incident happening. The staff will explain how the victim has been impacted and how all pupils need to support the victim. (the victim may wish to be at the meeting but if they are not the Form Tutor should let the pupil know exactly what was discussed)
3. The group will come up with possible solutions to the bullying incident and ways to prevent it happening again, each member of the group is encouraged to carry out their solution.
4. The staff involved will meet the group again in a week and will assess what has happened and how the incident has been involved.
5. The Head of Year will record the strategy and records of meetings and pass a copy to the Deputy Head (Pastoral).

The Shared Concern Method (a possible strategy to be used if the bullying behaviour has been observed by another but not reported by a victim)

1. If pupils/parents/staff observe bullying behaviour it should be reported.
2. The Deputy Head (Pastoral) will identify pupils involved in the incident.
3. A pupil suspected of engaging in bullying behaviour will be interviewed by the Deputy Head (Pastoral) (with the Form Tutor present) to outline how their behaviour may make a victim feel, to ascertain any possible bullying actions they may have taken part in and to ask the pupil to suggest a way forward.
4. Others in the group/class will be interviewed as above.
5. The suspected victim of bullying will meet with the Head of Pastoral Care who will express the concern that has been reported and to let the pupil know of the actions taken to date.
6. The Deputy Head (Pastoral) will carry out follow up meetings to evaluate how the observed bullying behaviour has been stopped.

Mediation (this method is only to be used after consultation with the Deputy Head (Pastoral) and after discussion with the parents and pupil who is the victim of bullying behaviour)

1. The Head of Year or Form Tutor will arrange a meeting between the victim and the bully. This meeting should take place in the Conference Room.
2. Pupils are encouraged to talk through the actions that have taken place and the impact the actions had. (If this leads to hurtful comments the mediation should be stopped immediately). Pupils are asked to report back to the Form Tutor if there are any other issues after the mediation meeting ends.
3. A week later the Form Tutor is to talk again to the victim and report to Head of Year if needed and an alternative method may be used.
4. The Head of Year will record the strategy and records of meetings and pass a copy to Deputy Head (Pastoral)

Peer Support Method

1. In August Sixth Form Prefects gain initial training by the Deputy Head (Pastoral) into types of bullying, motivation for bullying, the effects of bullying and the Peer Support Method of tackling bully. The training will continue with selected pupils at Prefect Meeting. Pupils are trained in strategies to tackle

² In addition, refer to page 12 for NIABF interventions

bullying and have a record book (in the Deputy Head's (Pastoral) Office) to record interventions. Pupils are encouraged to come to staff when they have concerns.

2. The pupils are identified to other pupils in Year 8-12 through assembly presentation and photographs on the Anti-bullying noticeboard.
3. Year 8-12 pupils are encouraged to go to the Peer Mentors if they have a concern over a bullying incident. The C2k email addresses of the Mentors are displayed on the Anti-Bullying Noticeboard so that younger pupils could email a concern and arrange a meeting easily.
4. At the monthly meeting of Peer Mentors the mentors talk through situations, strategies and action needed with the Deputy Head (Pastoral).

SANCTIONS

It should be remembered by all involved that bullying is not fixed by a sanction – pupils on both sides require support (DE, May 2019).

However pupils who bully need to be shown clearly that their behaviour is wrong. The sanctions will be fair, consistent and reasonable and will take into account the motivation behind the bullying behaviour. The purpose of the sanction is to stop the bullying behaviour with immediate effect. The sanctions will focus on the bullying behaviour and will not refer to the pupil as a bully. See the Behaviour Management Policy for the range of sanctions that may be used.

SUPPORT

Pupils who experience bullying should:

- Be heard
- Know how to get help and support
- Be confident in the school's ability to deal with bullying
- Be supported so that they feel safe again
- Be helped to rebuild confidence and self-esteem

Pupils who engage in bullying behaviour should:

- Have sanctions which hold them responsible for their behaviour
- Engage in one-to-one support to allow them to realise the harm they have inflicted
- Be supported in developing emotional skills (including empathy)
- Learn how to repair the harm they have caused

RELEVANT POLICIES

- E-safety Policy
- Behaviour Management Policy
- Pastoral Care Policy
- Safeguarding & Child Protection Policy

LRC April 2018

Reviewed May 2019

APPENDIX 1

USEFUL RESOURCES

www.actagainstbullying.com

www.anti-bullyingalliance.org.uk

www.barnardos.org.uk

www.beatbullying.org

www.bullying.co.uk

www.childline.org.uk

www.endbullying.org.uk – Northern Ireland Anti-bullying Forum – the school will use these resources provided by NIABF as required following the investigation into each individual incident.

www.everychildmatters.gov.uk

www.internetsafetyzone.co.uk

www.kidscape.org.uk

www.mencap.org.uk

www.nas.org.uk

www.nspcc.org.uk

www.thinkuknow.co.uk

www.youngminds.org.uk

APPENDIX 2

RELEVANT LEGISLATION

The Children (NI) Order 1995

Education (Northern Ireland) Order 1998

The Education and Libraries (NI) Order 2003

Protection from Harassment (NI) Order 1997 – link to cyberbullying

Malicious Communications (NI) Order 1988 – link to cyberbullying

The Communications Act 2003 – link to cyberbullying

Addressing Bullying in Schools (NI) Order 2016*

Appendix 3

Checklist for Anti-Bullying Policy

(based on Purdy & Smith, 2016 ‘A content analysis of school anti-bullying policies in Northern Ireland’).
To be used by the Deputy Head (Pastoral) when writing and reviewing the policy.

Content	Included
Definition of bullying behaviour (referenced) Different from other aggressive behaviour?	
Mention different types of bullying <ul style="list-style-type: none"> • Physical • Verbal • Relational • Material • Cyberbullying • Homophobic • Racial bullying • Sexual bullying • Disablist • Sectarian/Religious beliefs 	
Reporting bullying incidents <ul style="list-style-type: none"> • State how bullying should be reported • State how teachers should respond to a report of bullying • Mention the responsibilities of other staff • State responsibility of parents • State responsibility of others pupils 	
Information on supporting the victim	
Information on supporting the pupils who is displaying bullying behaviour	
Mention when/how parents will be informed Mention are parents given advice about bullying	
Mention possible sanctions of bullying behaviour - link to Behaviour Management Policy	
Recording bullying incidents <ul style="list-style-type: none"> • Mention incidents will be recorded • Say who is responsible for coordinating the recording • Say how the records/data will be used (including evaluating the policy) 	
Mention review and updating of the policy	
Mention consultation of the policy <ul style="list-style-type: none"> • With parents • With pupils • With staff 	
Mention preventative strategies <ul style="list-style-type: none"> • Cooperative behaviour • Rewarding good behaviour • Safe school environment 	
Mention preventative role of supervision and extra-curricular activities	
Mention action if bullying persists	
Discuss inclusiveness	
Discuss peer support (including SEN)	
Mention bullying on the way to/from school and off site in Learning Community	

Appendix 4

How to identify bullying, aggression and teasing.

(developed from www.prevnet.ca Factsheets & Tools)

Critical Question	Teasing	Aggression	Bullying
Is this behaviour reciprocated?	Usually – the teasing is shared equally	Usually not – there is usually one aggressor	No – there is a person who bullies and a person who is victimised
Do people look like they are having a good time?	Usually – it takes place within a strong, positive relationship	No – one person is the aggressor	No- one person is being harmed
Is the behaviour fun?	Usually – both people enjoy the ‘banter’	Usually not – it can be embarrassing	No – the person bullying intends to cause fear
Has this happened before with these individuals?	Yes – it occurs when there is a familiarity	Possibly – it may be a one-time event	Yes – bullying is repeated behaviour
Is there a power imbalance?	No – it illustrates closeness and affection	Possibly – it can happen within a weak relationship	Yes – there is always a power imbalance

APPENDIX 5

Example of Supervision duties 2016/2017

		Monday	Tuesday	Wed	Thur	Friday
Morning	8.30am	IW	JEE	JEE	LRC	HMI
Break	Octagon	NH	ALG	MKA	AHS	LRC
	Maths/pupil entrance	PC	DI	CMK	HLR	VJD
	Science	HMI	PRM	AMG	RMQ	JKF
	Languages	CCO	AMW	TFG	AJK	AWN
	Tuck shop	RM	LMS	LJP	NJJ	SRB
Lunch	12.55 - 1.20pm					
	Area L1	AEE	AMC	RLM	JMC	ZH
	Area L2	JGD	SM	AJM	SG	JGD
	Area L3	DCH	CBR	LRC	DH	DCH
Lunch	1.20 -1.45pm					
	Area L1	ALD	LRC	RSJ	IW	TJS
	Area L2	BTC	SM	MEK	SRG	LRC
	Area L3	DB	IW	VCH	TJS	TJS
Bus	3.30 - 3.55	JKF	TJS	AWN	LRC	IW

Lunch Areas

Area L1 A,B, D and E corridors, office area, Science and Prep

Area L2 F, G and H corridors and music

Area L3 Top hockey pitch, English, Art and Technology

APPENDIX 6

Example of assembly rota – identification of Anti-bullying assembly 2016/17 (this will be completed each academic year and a record filed by the Deputy Head (Pastoral))

Week beginning	Responsible for assembly	Anti-Bullying Focus
5 September	TJS	Our ethos. High Expectations for the year.
12 September	IW	.
19 September	LRC	Working as a team What is bullying? Our Policy & definition. 6 th Form mentors – their role, including anti-bullying
26 September	SG	
3 October	Pastoral Team	In LLW/Tutorial – overview of Policy
10 October	TJS	
17 October	LRC	
24 October	SG	
31 October	HALF TERM	
7 November	Pastoral Team	
14 November	TJS	Anti-Bullying Week – NIABF resources Link to LLW lessons & Anti-bullying Poster Competition
21 November	IW	
28 November	LRC	
5 December	SG	It's Ok to be different! Anti-bullying.
12 December	Pastoral Team	
19 December	TJS	
26 December	CHRISTMAS HOLIDAYS	
2 January	IW	
9 January	LRC	Anti-bullying focus – academic standards & competition
16 January	SG	
23 January	Pastoral Team	
30 January	TJS	
6 February	LRC	Review of the year so far – assembly based on bullying incidents so far. Types of bullying.
13 February	HALF TERM	
20 February	IW	
27 February	SG	
6 March	Pastoral Team	
13 March	TJS	
20 March	LRC	Imbalance of power – how can 'stronger' pupils have a positive role?
27 March	SG	
3 April	Pastoral Team	
10 & 17 April	EASTER HOLIDAYS	
24 April	TJS	
1 May	Pastoral Team	
8 May	IW	Anti-bullying focus (liaise with Head of Pastoral Care)
15 May	LRC	
22 May	EXAM WEEK	
29 May	SG	
5 June	Pastoral Team	What can parents do to help? Anti-bullying.
12 June	TJS	
19 June	LRC	
26 June	SG	Looking after your friends during the summer.

APPENDIX 7

A copy of this form is in Private One.

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments

PART 1

ASSESSMENT OF CONCERN	Date: <input style="width: 100%;" type="text"/>		
<p>Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:</p> <p><i>“bullying” includes (but is not limited to) the repeated use of —</i></p> <ul style="list-style-type: none"> <i>(a) any verbal, written or electronic communication</i> <i>(b) any other act, or</i> <i>(c) any combination of those,</i> <p><i>by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.</i></p>			
	Name(s)	Gender M / F	DOB/Year Group
Person(s) reporting concern			
Check records for previously recorded incidents			

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff). Include dates of event(s), the type of information gathered and where the information is stored (i.e. on paper or in SIMS).

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met: The school will treat any incident which meets these criteria as bullying behaviours.	
Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

YES the above criteria have been met and bullying behaviour has occurred.	NO the above criteria have not been met and bullying behaviour has not occurred.
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate.
Agreed by:	
Status:	

PART 2

2.1 Who was targeted by this behaviour?

Select one or more of the following:

- Individual to individual 1:1
- Individual to group
- Group to individual
- Group to group

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

- Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking)
- Any other physical contact (which may include use of weapons)
- Verbal (includes name calling, insults, jokes, threats, spreading rumours)
- Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
- Electronic (through technology such as mobile phones and internet)
- Written
- Other Acts - Please specify:

2.3 Motivation (underlying themes): this is not a definitive list

Select one or more of the following:

- Age
- Appearance
- Cultural
- Religion
- Political Affiliation
- Community background
- Gender Identity

- Sexual Orientation
- Family Circumstance (marital status, young carer status)
- Looked After Status (LAC)
- Peer Relationship Breakdown
- Disability (related to perceived or actual disability)
- Ability
- Pregnancy
- Race
- Not Known
- Other – Please specify:

PART 3A

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name:

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent / carer informed:

Date:

By whom:

Staff involved:

Date	Stage on Code of Practice	Type of Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions
Pupil:
Parent/carer:
Other Agencies:
Continue to track interventions until an agreed satisfactory outcome has been achieved

PART 3B

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name:

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent / carer informed:

Date:

By whom:

Staff involved:

Date	Stage on Code of Practice	Type of Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions
Pupil:
Parent/carer:
Other Agencies:

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

PART 4

REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

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Date of Review Meeting:

Part 4A Following the Review Meeting, to what extent have the success criteria been met?

- 1 – Fully
- 2 – Partially
- 3 – Further intervention/support required

Give details:

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Part 4B If the success criteria have not been met, continue to:

- Re-assess Level of Interventions and implement other strategies from an appropriate level
- Track, monitor and review the outcomes of further intervention
- Follow Anti-bullying policy
- Keep under review the Stage of Code of Practice each pupil is on
- Follow Safeguarding Policy
- Seek multi-agency input (EA, Health and Social Services etc.)
- Engage with Board of Governors

Agreed by:

School	Signed: Date:
Parent	Signed: Date:
Pupil	Signed: Date:

