Principal: Mrs N Wilson BA (Hons); MEd (CANTAB); NPQSL

🏠 My Lady's Mile, HOLYWOOD, Co. Down, BT18 9ER

☎ 028 9042 3481

✉ info@priorycollege.holywood.ni.sch.uk

@ www.priorycollege.co.uk

Truth | Trust | Excellence | Empowerment | Respect

Policy Name:	**ANTI-BULLYING POLICY**
Review date:	
Date to be reviewed:	
Agreed by the BOG on:	
Policies which are linked to this policy:	

Integrated Education

Integrated Education has been one of the most significant social developments within Northern Ireland in the last 40 years. Our integrated ethos permeates everything we do and our warm community atmosphere reflects a culture of acceptance and belonging. This is coupled with the high expectations we have of all our pupils and together, creates an environment where pupils excel.

Integration is prioritised by school leadership and features as part of the school development plan. This is led by the Integration Coordinator and supported strategically and practically by the Principal and extended leadership team. The four core principles of integrated education are equality, faith and values, parental involvement and social responsibility. Such core values are both taught and displayed. We seek to promote parity of esteem between all pupils and we celebrate difference in all its manifestations. Together – the word on our college crest – reflects our belief that we are stronger being an active part of the Priory family and together we achieve.

In accordance with Article 29, we actively plan for our pupils to develop their talents, skills and abilities so that they can achieve academically, grow holistically into kind and caring young people, and be able to succeed as global citizens in the world of work.

1. **INTRODUCTION**
   College Mission Statement
   'To develop and promote the full potential of each child, academically, socially and morally in a challenging but supportive environment, in full partnership with home and the wider community' This policy has been developed with reference to 2003 Statutory Requirements (Education & 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:

   Article 17 - duty to safeguard and promote the welfare of students

   Article 18 – child protection measures

   Article 19 – college discipline: measures to prevent bullying

   Reference has also been made to:

   DE circular 2003/13 Welfare and Protection of Students Education and Libraries (NI) Order 2003

   'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)

   'Pastoral Care in Schools: Child Protection' (1999)

   Section 75 of the Northern Ireland Act 1998

   Addressing Bullying in Schools Act (NI) 2016

   The United Nations Convention on the Rights of the Child

2. **DEFINITION OF BULLYING**
   The following definition has been adopted by the college:

   Bullying is the repeated act of hurtful behaviour over a period of time causing embarrassment, pain or discomfort to someone.

   It can take a number of forms, physical, verbal or indirect and can be perpetrated by an individual or by groups of students.

   Other definitions include the following:
   2.1   **NIABF Definition**
           'The repeated use of power by one or more people intentionally to harm, hurt or adversely affect the rights and needs of another or others'. Northern Ireland Anti-Bullying Forum (2005).

   2.2   **Department of Education Definition**
           Department of Education defines bullying as:

           '***Deliberately hurtful*** *behaviour,* ***repeated*** *over a period of time, where it is* ***difficult*** *for the victim to* ***defend him/herself****.'*

           'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)

3. **LINKS TO OTHER POLICIES**

Student welfare embraces all aspects of pastoral care, including safeguarding/child protection, student behaviour, health and well-being, safety and security. In addition to this policy, our duty to safeguard and promote the welfare of students is addressed through a range of other policies for example:

- Discipline Policy
- Pastoral Care Policy
- Safeguarding/Child Protection Policy
- Health and Safety Policy
- Special Educational Needs and Inclusion Policy
- E-Safety Policy

4. **PRINCIPLES**

Priory Integrated College upholds the following rights of the child in relation to its anti-bullying policy:

UNCRC Article 2   ***Every child has a right to be protected against discrimination.***

UNCRC Article 12   ***Every child has a to have their voice heard, especially in decision-making processes that affect them***

UNCRC Article 16   ***Every child has a right to to privacy unless the law says otherwise.***

UNCRC Article 28   ***Every child has a right to an education. Discipline in schools must respect children's human dignity.***

UNCRC Article 29   ***Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.***

UNCRC Article 31   ***Every child has a right to relax and play.***

Priory Integrated College believes that any form of bullying is unacceptable and recognises the harmful effects of bullying on students. The college will actively work to minimise all risks associated with bullying behaviour, whilst acknowledging that both victims and perpetrators of bullying behaviour need to be treated in a supportive manner.

4.1   Principles and values upheld by the college:
- Students have a right to learn in a safe and supportive environment, free from intimidation and fear;
- The welfare of all our students is paramount whether the student is the victim or perpetrator of bullying behaviour;
- When bullying concerns are reported, college will work with all parties in a restorative and solution-focused way to achieve the necessary change in attitude and behaviour of the students involved in the bullying behaviour;

- Students who report and / or are the victims of bullying will be listened to and supported
- Students who engage in bullying behaviour will be listened to and supported to accept responsibility and change their behaviour
- All staff will receive awareness raising training regarding bullying prevention including effective and appropriate strategies for intervention eg. appendices 4 – 6
- Where a concern arises involving an allegation against a member of staff by a student, the pupil and the staff member will receive appropriate support from the College Pastoral Team
- Parents/carers will be made aware of the college's practice to prevent and to respond to concerns through consultation, learning guidance, Parents 4 Priory, and where necessary, their active participation in partnership with the college to resolve concerns involving their child

5. **THE PROCESS OF PARTICIPATION AND CONSULTATION**
   In drawing up the policy, consultation has taken place with staff, students and parents/carers through:

- Awareness raising programmes through the College Curriculum, college assemblies and activities during NI Anti-bullying Week;
- Obtaining views from the Student Council;
- Survey/questionnaires distributed to students, parents/carers and whole staff when the Anti-bullying policy needs to be reviewed;
- Awareness raising information for parent/carers, via the college website, Guide for New Parents/Carers and students;
- Monitoring the effectiveness of the policy by the College Pastoral Team;
- Collection of data, maintaining/review records to monitor and evaluate the effectiveness of the policy and intervention strategies via SIMS and completed appendices by staff and Heads of Year);
- Identifying and implementing improvements/changes;
- Formal review/updates of the policy every 2 years, with approval by the Board of Governors;
- On-going Professional Development and support for staff as part of staff training days including from external agencies such as the NI Anti-bullying Forum and Consensus NI;

Training and development for pupils as Anti-bullying Ambassadors, enabling them to provide peer support through a Student Hub, Equality Alliance and Sixth Form Mentors.

6. **PREVENTATIVE STEPS**
   The following are measures which the college takes in order to create and implement a bully free ethos:

- A Code of Behaviour outlined in the Discipline Policy
- A Classroom Behaviour Management Plan displayed in all teaching rooms emphasising the application of consistent rules, rewards and consequences

- A college curriculum which addresses, prejudice, discrimination, and social/emotional learning through, PDMU/PD/LLW and Citizenship
- Opportunities for developing Positive Peer Relationships (circle time, Sixth Form mentoring, Student Council, Anti-bullying Ambassadors, Equality Alliance, Rights Respecting School Steering Group)
- Students know who to go to if there is a bullying issue
- Assemblies, events and online information for pupils and parents / carers on the issues associated with bullying, including eSafety

7. **BULLYING BEHAVIOURS**
   The following are unacceptable behaviours **BUT** only constitute bullying behaviours when they are **recurrent/persistent**, **targeted** with **intent** and where a **power imbalance** between students is evident.

   Type of incident:
   7.1 **Physical Bullying**
   (includes jostling, physical intimidation, punching/kicking any other physical contact which may include the use of weapons)
   7.2 **Verbal Bullying**
   (includes name calling, insults, jokes, threats, spreading rumours)
   7.3 **Indirect Bullying**
   (includes isolation, refusal to work with/talk to/play with/help others, interfering with personal property) and includes(cyber bullying: misusing mobile phones and internet programmes to humiliate, threaten and isolate another)
   7.4 **Bullying outside of the College/Premises**
   As a college we have a statutory power to discipline students for poor behaviour outside the college when it affects the social, emotional health and well being of a student. This could also be a child protection concern for the student. If either is reported to a member of staff it will be investigated.

   Where necessary, the college may choose to notify Social Services or the PSNI i order to effectively address an issue of bullying.
   7.5 **Cyber Bullying**
   This differs in several significant ways from other kinds of bullying. The invasion of home and personal space, the difficulty in controlling electronically circulated messages, the size of the audience, perceived anonymity and the profile of the person doing the bullying, are all unique characteristics of this type of bullying behaviour.

   New technology has meant that students are now more likely at some point to be a target of cyber bullying.
   This technology includes:
   - Mobile phones;
   - Tablets;
   - Instant messenger;
   - Chat rooms and message boards;
   - Email, webcams and social network sites

   It can result in:

- Threats and intimidation
- Harassment or 'cyber-stalking'
- Vilification/defamation
- Exclusion or peer rejection
- Unauthorised publication of private images or information
- Manipulation

It is important to recognise that cyber bullying can constitute a criminal offence in the UK, if it is considered to be a form of harassment.

As such, we have developed a broad range of sanctions that specifically deal with cyber bullying including an Acceptable Use Policy for internet and use of mobile technology including iPads within the college.

Whilst bullying itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If the college feels that an offence may have been committed it may choose to seek advice and assistance from the police.

Sanctions for cyber bullying may include:

(i)   Confiscation of a mobile phone if it is used in such a way as to cause a disturbance in college or contravene the college Anti-Bullying Policy.

(ii)   A disciplinary sanction will be applied if a student fails to respond to a request from a member of staff to reveal a message or show them the content of their phone (for the purpose of establishing if bullying has occurred).

(iii)   Withdrawal of the use of the college's email and ICT facilities for a specified period of time if they have been used inappropriately and inform parents/carers.

(iv)   Other sanctions such as detention, and removal from class will also be applied when considered appropriate, in line with the college's Discipline Policy.

8. **THE RESPONSIBILITIES OF STAFF**

The 2003 Statutory Requirements (Education and Libraries NI Order) requires college to 'encourage **good behaviour** and **respect for others** and in particular **prevent** all forms of bullying.'

8.1   **Our staff will:**

- At all times monitor behaviour of all students in their care;
- Foster in our students' self-esteem, self-respect and respect for others;
- Demonstrate by example the high standards of personal and social behaviour we expect of our students;
- Discuss bullying with all classes so that every student learns about the damage it causes to both the student who is targeted and the student 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;
- Report cases of bullying to Form Tutors, Heads of Year/School or Designated/Deputy Designated Child Protection teachers using the Initial Assessment Form (Appendix 1)
- Follow up any complaint by a parent/carer 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 the expectation of change in accordance with agreed procedures;
- Seek to prioritise resolution to incidents of bullying through restorative means;
- Keep written records.

Confidentiality

It is important that everyone in our college recognises the difficulties that can be encountered in implementing the Anti-Bullying policy. With this in mind the following procedures and responsibilities have been agreed:

- College staff cannot promise absolute confidentiality if approached by a student for help to resolve a bullying issue;
- This must be made clear to all students;
- Safeguarding/Child Protection procedures must be followed when any disclosures about bullying are made by a student

8.2   **The Responsibilities of Students**

We expect our students to:
- Not be involved in any kind of challenging behaviour, even at the risk of being unpopular;
- Intervene to support any student who is being bullied, unless it is unsafe for them to do so;

- Report any concerns or incidents of bullying to a friend, member of staff or parent/carer any witnessed or suspected instances of bullying.

Anyone who becomes the target of bullies should:
- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets

8.3   **The Responsibilities of Parents/Carers**

We ask our parents/carers to support their child and the college by:

- Watching for signs of distress or unusual behaviour in their child, which may be evidence of bullying;
- Advising their child to report any bullying to their Form Tutor, Head of Year/School, Designated/Deputy Designated Child Protection teachers and explain the

implications of allowing the bullying behaviour to continue unchecked, for themselves and other students;

▪ Advising their child not to retaliate to any form of bullying behaviour;

▪ Being sympathetic and supportive towards their child, and reassure them that appropriate action will be taken;

▪ Informing the college of any suspected bullying, even if their child is not involved;

▪ Co-operating with the college to resolve issues. If their child is accused of bullying, trying to ascertain the truth, and point out the implications of bullying both for victim and perpetrator of bullying behaviour

9.   **PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING**

▪ Use the college's system for recording incidents on SIMS (students individual Behaviour Management Report);

▪ Keep written accounts and collate information (see Appendix 1 and 2)

▪ The initial bullying concern assessment form should be completed by all staff and forwarded to the Head of Year for consideration

▪ Assess appropriate interventions and plan with reference to the college's Behaviour Management Plan, and NIABF Intervention Framework and guidance document, responding to Alleged Bullying Behaviour (see Appendices 3 – 9)

▪ Ensure all staff are clear about their roles and responsibilities in relation to addressing reports of bullying

▪ Obtain advice, support or make a referral to relevant support services eg. EWO, Heads of Junior School/Senior School, Education Psychologist, Child Protection Services

▪ Continue to monitor progress towards a resolution and pupils well-being (see Appendix 2)

9.1   **Responding to a bullying concern**
All Staff should adopt a positive mind set when responding to bullying concerns.

They should be prepared with options for how to respond to incidents of bullying in a planned, deliberate and positive way. Speaking to students who have been bullied requires self-control as well as preparation to know what to say and do. The following are important factors when managing a bullying situation.

▪ **Be calm**. It is important to be clear thinking and emotionally in control.

▪ **Be positive**. Have in mind the importance of maintaining a positive relationship with the student. A student is much more likely to modify his/her behaviour if he/she perceives that a teacher cares.

▪ **Be Restorative.**   Use the restorative script to foster empathy for the victim of bullying.   Encourage pupils involved in bullying to take responsibility for their actions and agree ways in which restoration can be made.

▪ **Be assertive**. Staff should directly and clearly express their thoughts, feelings and expectations concerning the need for the student to not only stop the bullying behaviour, but also make restitution with the child who has been bullied.

▪ **Be confident**. It is important to trust that you will be successful in implementing practices that can have an impact on the student's future behaviour. It is always helpful to focus on the behaviour, not the student.

- Ensure that the specific behaviour is in fact bullying behaviour which conforms to the college's agreed definition of bullying as identified in the college's current anti-bullying policy. Complete an initial assessment form, copy and forward to Form Tutor who my need to pass to the Head of year: (Appendix 1);
- Head of Year to assess the situation and its severity level. Determine the appropriate level of response required to manage the situation effectively on receipt of appendix 1. (Appendices 3 – 6)
- Once the Incident Level has been determined, the Head of Year is to select one or more responses from the intervention strategies (see Levels 7 – 9) and consult with Form Tutors, and subject teachers if required.

9.2 **Level of Severity (see Appendices 3 – 6)**

- The **nature** of the bullying behaviour – for example deliberate teasing, excluding or hitting. There is a tendency among those who have a duty of care to rate some bullying, particularly violence, as more serious than other subtle forms. This can be a dangerous mistake and leave us vulnerable to ignoring 'teasing' or 'exclusion'.
- The **frequency** of the bullying behaviour: daily, weekly or less often.
- The **duration** of the bullying behaviour: whether over a short or prolonged period of time.
- The **perceptions** of the child being bullied – the seriousness of bullying can only be measured by the degree of distress suffered by the target. *'It can be defined as bullying only by measuring the effects the acts have on the vulnerable child'* (Besag, 1989)

9.3 **Working in partnership with Parents/Carers**

Bullying is often reported to colleges by parents/carers. Such complaints should be met openly and sympathetically.

College staff and parents/carers meet on bullying issues as a result of:
- Parents/carers participating in the development of the colleges anti-bullying policy.
- Parents/carers expressing concern about their child's involvement in a bullying incident/situation, particularly if their child has been bullied. Remember, colleges must take immediate action if a child's personal safety is at threat.
- The college requesting a meeting with parents/carers regarding a bullying incident/situation.

Consider the following when meeting with the parents/carers of students bullying others:
- Acknowledge that the parent/carer may be under stress as a result of having to come into college to discuss an incident with a member of staff.
- Remain understanding if the parent/carer expresses anger directed at the college.
- Try to get clear facts from the parent/carer but don't cross-examine or emphasise inconsistencies in their version of events.
- Ensure that you have already gathered as much reliable information as possible and be clear that the behaviour does represent bullying.

- Ensure that the parents/carers understand how their child's behaviour conforms to the colleges agreed definition of bullying.
- Share your concern about what has been happening to the child experiencing bullying.
- Avoid suggesting that it is the character of their child that is at fault. Emphasise that it is aspects of their child's behaviour that must change. Try to refer to their child's positive qualities.
- Be understanding but firm.
- Make it clear that you care and will do what you can and will act in accordance with the college's anti-bullying policy.
- Tell the parent/carer that you will need time (be specific) to gather information and that you will keep them informed.
- Avoid getting into an argument. Try to avoid blaming the parent/carer for their child's behaviour.

9.4 **Intervention Strategies**
A range of interventions can be adopted to prevent and reduce bullying, to raise awareness of bullying, and support victims, and those displaying bullying behaviour. (see Appendices 7 – 10)

10. **PROFESSIONAL DEVELOPMENT OF STAFF**
This will take place on a 2 year cycle as part of staff training days by the Designated, Deputy Designated Teacher or an external agency.

11. **MONITORING AND REVIEW OF POLICY**
This policy will be evaluated and updated where necessary bi-annually by the whole college.

The views of students, parents/carers and staff will be used to make changes and improvements to the policy on an ongoing basis.

The Pastoral Team and Senior Leadership Team will on an annual basis analyse the colleges SIMS data for bullying data, identify trends and evaluate the effectiveness of anti-bullying strategies.