

## **Bullying Prevention**

### **Vision, Policy and Procedures**

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Governors of Lisneal College school has adopted the following bullying prevention policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

#### **Introduction and Rationale**

All children whatever their race, gender, beliefs, physical and intellectual abilities have the right to develop in an environment free from harm. They should be respected for what they are and have the right to personal dignity. (see Equality, Diversity and Inclusion Policy, 2018).

Research demonstrates that young people are more affected by bullying than many other significant life events. The purpose of our Bullying Prevention Policy is to provide an environment which protects young people and ensures they feel cared for, valued and safe.

All staff, pupils, parent(s)/carer(s) and members of the Board of Governors recognise the very serious nature of bullying and the negative impact that it can have on the lives of pupils. The school is fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which
  - is welcoming of difference and diversity and is based on inclusivity
  - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that-
  - build empathy, respect and resilience in pupils; and
  - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

- On-going evaluation of the effectiveness of the Bullying Prevention Policy.

At Lisneal College we are committed to providing a caring and safe environment in which every child can achieve his/her potential. We seek to create a safe and caring environment for all pupils and staff, recognising that every pupil has the right to be educated in an atmosphere which is free from fear and intimidation. Bullying of any kind is detrimental to this vision works against our school ethos and the core values we aspire to reflect and demonstrate. Our staff will endeavour to work closely with our pupils and parents to ensure that any child being bullied is supported and protected.

Pupils in line with our ethos have a responsibility to treat other pupils and all staff with respect, to refrain from bullying behaviour and to report if they are aware of it happening.

Parents/carers have the right to expect that their child will be educated in an environment which is safe, caring and respectful of their individual needs. They have a responsibility to ensure that their child co-operates with other pupils, all staff and to inform the school of any suspected bullying, even if their children are not involved.

All staff have the right to work in an environment in which they are respected. They have a responsibility to work for the well-being of all pupils and to help foster the core values of our school. Therefore, all staff are asked to be vigilant and to accept their collective responsibility for the pastoral care of pupils within the school.

#### **AIMS OF THE POLICY:**

- To provide a safe, caring and secure learning environment.
- To promote mutual respect for one another and positive relationships.
- To create an anti-bullying attitude in which bullying is not acceptable behaviour.
- To create an atmosphere where pupils, staff and parents feel comfortable speaking about bullying concerns and reporting bullying when it occurs.
- To provide support for pupils who have experienced bullying.
- To educate our pupils about the implications of bullying both for the victim and the pursuer.
- To demonstrate that the school takes incidents of bullying seriously and that it will not be tolerated.
- To ensure that all staff are aware of their duty of care over those in their care and the need to be alert to the signs of bullying.
- To ensure that all staff are aware of procedures for dealing with bullying.
- To ensure all pupils have an awareness of bullying issues and know how to access help within and outside school.

## **LEGISLATIVE CONTEXT**

Health and Safety at Work NI Order 1978; The Children (Northern Ireland) Order 1995; The Human Rights Act 1998; The Education (Northern Ireland) Order (1998) Article 3 - see DE 1998/25; Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order, 2003 - see DE 2003/13; The Education (2006) Order, (Commencement No.2) Order (Northern Ireland) 2007 - see DE 2007/20; The Education (School Development Plans) Regulations (Northern Ireland) 2010; Addressing Bullying in Schools Act (Northern Ireland) 2016.

## **GUIDANCE**

Pastoral Care in Schools: promoting Positive Behaviour, DENI, 2001; Safeguarding and Child protection in Schools - A guide for schools, DENI, 2017. [www.deni.gov.uk/ppbehaviour-4](http://www.deni.gov.uk/ppbehaviour-4); Every School a Good School, Preventing and Tackling Bullying, DfE 2011; Respect Me 'Cyber bullying are you switched on?' (Scotland's Anti-Bullying Service);

NIABF – Effective responses to bullying behaviour.

## **CONSULTATION**

The Bullying Prevention Policy was drawn up by the Pastoral Team following consultation with pupils, parents, staff and governors.

Consultation with pupils took place through workshops in Year Groups. The school used a 'Bullyometer' to discuss the extent to which different scenarios presented as bullying behaviour. Pupils also feedback what they defined bullying to be and action steps the school could take to help prevent bullying within the school.

Parents were also consulted through social media platforms on the scenarios and asked to give similar feedback on the 'Bullyometer'. This feedback was compared with that of students to help guide the policy making process.

Boards of Governors and staff were consulted on the policy and procedures subsequent to this work with pupils and parent

## **DEFINITION OF BULLYING**

***Addressing Bullying in Schools Act (Northern Ireland) 2016.***

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

'Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.'

Bullying is behaviour which adversely affects the rights and needs of another or others. It is an intentional act with the deliberate intent to cause physical or emotional harm or hurt. It can take a number of forms and may be perpetrated by individuals or by groups of pupils. Bullying involves an imbalance of power (physical, psychological, intellectual, group), leaving someone feeling helpless to prevent it or put a stop to it. It is also important to remember that bullying can occur through acts of omission as well as commission.

***In determining 'harm' we define:***

- ***Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem.***
- ***Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.***

Through consultation each year group in Lisneal College created their own definition of bullying as highlighted below:

Year 8

'Bullying is repeated behaviour with the intention of making another person feel bad.'

Year 9

'Bullying is persistently picking on someone, calling them names or causing them physical hurt.'

Year 10

'Bullying is any intentional act which makes someone unhappy, such as name calling, making fun of someone, hitting or leaving someone out.'

Year 11

'Bullying is the intentional act of making someone feel they have no value or worth. This is a form of emotional abuse and often happens through social media.'

Year 12

'Bullying is any form of abuse which destroys someone's self-esteem. Abuse may be physical, verbal or emotional.'

Sixth Form

'Bullying is the exclusion of any individual who is left isolated with feelings of loneliness and paranoia.'

## **TYPES OF BULLYING**

Bullying can take many forms including name calling, making offensive personal comments, threatening and intimidating, pushing, jostling, kicking and hitting, damaging or taking belongings, sending malicious text messages and photographs, leaving people out of groups or social occasions and spreading hurtful or untrue rumours. Non-verbal behaviours can be just as hurtful as those that involve abusive language.

The types of bullying identified by Lisneal College are the most commonly recognised forms of bullying across Northern Ireland.

**Physical Bullying:** hitting, pushing, kicking, taking or hiding belongings, locking a pupil inside a room.

**Verbal Bullying:** saying mean and hurtful things to or about others, name calling, teasing, insulting, making fun of others.

**Emotional Bullying:** being intentionally unfriendly, trying to make other pupils dislike another pupil(s), excluding, tormenting looks, telling lies or spreading rumours, to extract from, blackmail or exploit another.

**Cyber Bullying:** email and internet chat room misuse, inappropriate, inappropriate use of mobile phones for example threats or taunting behaviour by text, calls, social networking websites and the inappropriate sharing of images. (See section on cyber bullying).

***This list of bullying behaviours is non-exhaustive and may be added to at the discretion of Lisneal College.***

***Addressing Bullying in Schools Act (Northern Ireland) 2016*** does not require repetition for certain behaviours to be defined as bullying. Lisneal College will decide whether isolated or one-off incident constitutes as bullying behaviour or not. When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:

- severity and significance of the incident
- evidence of pre-meditation
- impact of the incident on individuals (physical/emotional)
- impact of the incidents on wider school community
- previous relationships between those involved
- any previous incidents involving the individuals

Negative behaviour that does not meet the definition of bullying will be dealt with in accordance with the school's Promoting Positive Behaviour Policy.

***Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussion these matters. For that reason we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child by describing the situation surrounding that child, for example:***

- ***A child displaying bullying behaviours***
- ***A child experiencing bullying behaviours***

***We encourage all members of the school community to use this language when discussion bullying incidents.***

### **PREVENTATIVE STRATEGIES AND MEASURES**

In order to create a learning environment in which bullying is not acceptable it is important that all staff have an understanding of the school's vision to create a safe learning environment for all of our students and that this vision is a shared responsibility. Great emphasis is placed on the quality of relationships between all members of staff and between staff and pupils to encourage an openness designed to allow pupils to speak out where potential problems are perceived.

Teaching and support staff supervise the main areas of the school before class, at break time and at lunchtime and will be particularly vigilant during these times since some pupils are more vulnerable and bullying is less easily seen. "Hotspots" have been identified where bullying is likely to occur. However, staff will be vigilant in their efforts to help maintain an environment within the school which discourages bullying at all times, not just during general supervision.

A Junior Leadership Team has been established within the school comprising staff and pupils. Members of this team are identified on a noticeboard and students who are experiencing bullying can talk to them about their difficulties. To help facilitate this the team have a classroom at lunch-time which serves as a 'listening ear' room where pupils can go if they need to feel safe or talk to someone. Key information will then be passed on to relevant members of staff where necessary. The school library has also been designated as a 'safe space' for students to go to at lunch-time if they feel necessary.

However, we recognise that beyond this, in order to create an environment in which bullying is not acceptable it is essential that pupils clearly understand the ethos of the school and engage with it. We therefore use a range of strategies which help prevent and correct bullying behaviours.

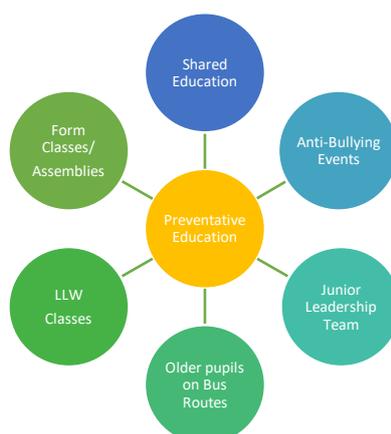
These will include:

- Preventing bullying through education e.g. addressing issues through Learning for Life and Work
- Promoting positive behaviour
- Responding to a bullying concern

## Preventing bullying through education

- There are a number of planned events, campaigns and discrete lessons aimed at teaching pupils why bullying behaviour is wrong, the effects on the person experiencing the bullying behaviour and the consequences for those that display bullying behaviour.
- The Pastoral Programme provides opportunities for pupils to explore the issues surrounding bullying during LLW, form time and at assemblies. Our core values also encourage an anti-bullying approach at a whole school level and one of our core values, Respect, also encourages an anti-bullying approach at a whole school level.
- Pupils will be educated on the appropriate use of social media through the delivery of the Pastoral programme e.g. through use of privacy settings etc. on Facebook.
- Pupils will participate in meaningful activities aimed at promoting positive emotional health and wellbeing, as outlined in the school's 'Promoting Emotional Health and Wellbeing Provision Map'.
- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- School notice boards will be used to display information to encourage pupils to share their worries or concerns they may have about their well-being.
- During anti-bullying week there will be a special focus on this issue with anti-bullying being addressed at all Year group assemblies. This issue will be revisited repeatedly throughout the academic year.
- All teachers are given training in effective responses to pupils displaying bullying behaviour and are kept updated to school policy and procedures.

The following model represents the strategies used to prevent bullying in our school:



## Promoting Positive Behaviour

To prevent bullying and other negative behaviour it is important to promote, recognise and reward good behaviour. Many of the strategies outlined in the Promoting Positive Behaviour strategy apply equally to our anti-bullying approach. Pupils who support the school ethos by showing respect and consideration for others will have opportunities to achieve rewards. It

is important that students see good behaviour and positive relationships with others as something much more rewarding than negative behaviour.

A following model represents the strategies used to promote positive behaviour in our school:



### **Responsibilities**

Every stakeholder and member of the Lisneal College community has a responsibility to contribute positively to a caring, safe and supportive environment for all.

Pupils:

- Have a responsibility to refrain from becoming involved in any kind of bullying behaviour.
- Should report any incidence of bullying behaviour they witness or are affected by.
- Promote an 'Anti-Bullying Culture' where care, kindness and empathy are evident.
- The school's Junior Leadership Team will play an important role in bullying prevention by being vigilant around the school at all times.

Parent(s)/Carer(s):

- Should watch out for signs of distress or unusual behaviour which may evidence bullying behaviour.
- Should advise their children to report any bullying behaviour they have experienced or witnessed to a member of staff.
- Should advise their children not to retaliate violently to any bullying behaviour they witness or experience.
- Should inform the school of any suspected bullying behaviour, even if their child is not involved.
- Should co-operate fully with the school in any investigation of alleged bullying behaviour.

Staff:

- Must promote an 'Anti-Bullying Culture' where care, kindness and empathy are evident.
- Must record reported incidents of bullying behaviour in line with the school's policy and procedures and all relevant legislation and guidance.
- Ensure they are familiar themselves with the details included in this policy and regularly update their knowledge of Lisneal College's policy and procedures.
- Ensure appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

Board of Governors:

In light of the '*Addressing Bullying in Schools Act (Northern Ireland) 2016*' there is a greater onus on Governors to work in close partnership with the Principal, staff, parent(s)/carer(s) and pupils to:

- Must promote an 'Anti-Bullying Culture' where care, kindness and empathy are evident.
- Ensure the Bullying Prevention Policy is properly implemented and kept under review so that it continues to be fit for purpose.
- Ensure that all incidents of bullying and/or alleged bullying involving a registered pupil at Lisneal College are recorded.
- Identify trends and patterns to inform development of policy, practice and intervention.
- Make written responses to relevant parties, when appropriate.
- Ensure a copy of the Bullying Prevention Policy is accessible to all staff, parent(s)/carer(s) and pupils.
- Identify a governor who deals with bullying and who attend Education Authority
- Ensure appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.
- Ensure the school will, in accordance with its obligations under equality legislation, take all steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

## **Responding to a bullying concern**

Please see Appendix A and Appendix B

### **Reporting and Recording**

It is important that pupils who report a bullying concern are listened to, supported and protected. Pupils who engage in bullying behaviour should be given the opportunity to respond and if appropriate make amends and change their behaviour.

In the event of a concern or complaint being reported to a teacher, that member of staff should record an initial Bullying concern by completing Part 1 of the Bullying Concern Assessment Form (Appendix B) and pass this onto the appropriate Head of Year(s).

The Head of Year(s) will take additional statements where necessary to clarify the facts, assess the severity of the behaviour and indicate how the incident was addressed and the outcome.

Most concerns will be resolved through discussion between pupils, parents and staff. Parents are encouraged to liaise closely with Form Teachers and Heads of Year. Where a pupil is involved in bullying behaviours of others outside school e.g. on the way to or from school or through the use of social media, parents will be asked to work with the school in addressing this behaviour.

Record of incidents of bullying will be kept through a digital Bullying Concern Register and a Bullying Concern Assessment form (BCAF)

This record states:

- The type and theme of the incident
- Details of the incident
- Action and/or support given
- Outcome
- Updated status of concern

### **Responding**

Where there is evidence of persistent, deliberate bullying behaviour, staff will respond appropriately ensuring:

- The pupil reporting the bullying concern is reassured and offered support.
- Details are recorded, including how the incident was addressed and the action/support given.
- Where possible, eyewitness statements will be attached.

If bullying behaviour is evident:

- The Head of Year and/or Vice-Principal will decide on the appropriate level of support/sanction required. Details will be recorded on the BCAF.

- Efforts will be made to ensure that the bullying behaviour stops at once and that the pupils involved are reconciled. Actions may include restorative practice. Appropriate sanctions (determined by the severity and persistence of the bullying and the attitude of those involved) will be invoked in line with the overall Promoting Positive Behaviour Policy. These may include a formal school detention, being placed on a monitoring report with set targets for improvement, internal suspension, formal school suspension and/or expulsion.
- Parental involvement will always feature.
- All involved parties will be kept informed of the incident and the action taken.
- Records will be maintained securely by Head of Year/Pupil files.
- The Form Teacher and Head of Year should monitor the situation to ensure the bullying has ceased.

It is important to note that repeated bullying is regarded as a serious breach of school rules and the repetition of any bullying incident thereafter will be referred to the Board of Governors.

Lisneal College recognises that it must take note of bullying perpetuated outside school which spills over into school. The school will do what is '*reasonably practical*' to eliminate such bullying.

### **Cyberbullying**

In response to concerns raised by pupils, parent(s)/carer(s) and teachers regarding the issue of cyberbullying the following information has been included as a guide to identifying and dealing with cyberbullying.

Cyberbullying is a term used to define bullying behaviour that takes place via mobile phones or over the internet through emails, social networking sites, text and instant messaging services and online gaming platforms. Cyberbullying is not carried out face to face but is no different from any other form of bullying in its intent and impact.

We encourage pupils to report incidents of cyber bullying and wherever possible maintain evidence to that end.

We encourage parent(s)/carer(s) to take an active role in their child(s)/children(s) use of technology and to be vigilant in the protection of their child/children online.

Important points to remember and reinforce:

- Online relationships require the same level of respect to be shown as offline relationships.
- Be mindful of the fact that you are communicating differently. It is very easy to misinterpret an onscreen message and take or cause unnecessary harm and/or offence.

- Be respectful of other people’s privacy. Do not send gossip, facts or photos of other people without permission to do so.
- Never give away personal information about yourself or another person and never share your private passwords with anyone.

If in following up a reported concern relating to cyber bullying a member of staff finds evidence of activity which could be construed as illegal the Police Service of Northern Ireland will be informed.

### **Links with other policies**

This policy is linked to the Pastoral Care Policy, Child Protection Policy, Health and Safety Policy, Promoting Positive Behaviour Policy, and E-Safety and Acceptable Use of the Internet Policy. It is designed to create a safe and caring environment where pupils have the opportunity to develop their full potential.

*This policy reflects best practice as set out in legislative frameworks and will be in review by the Vice-Principal (Pastoral Care) on an annual basis in the light of any incidents and additional DENI requirements. This policy is one of the school’s overall pastoral policies and should not be read in isolation.*

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

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

(Principal)

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

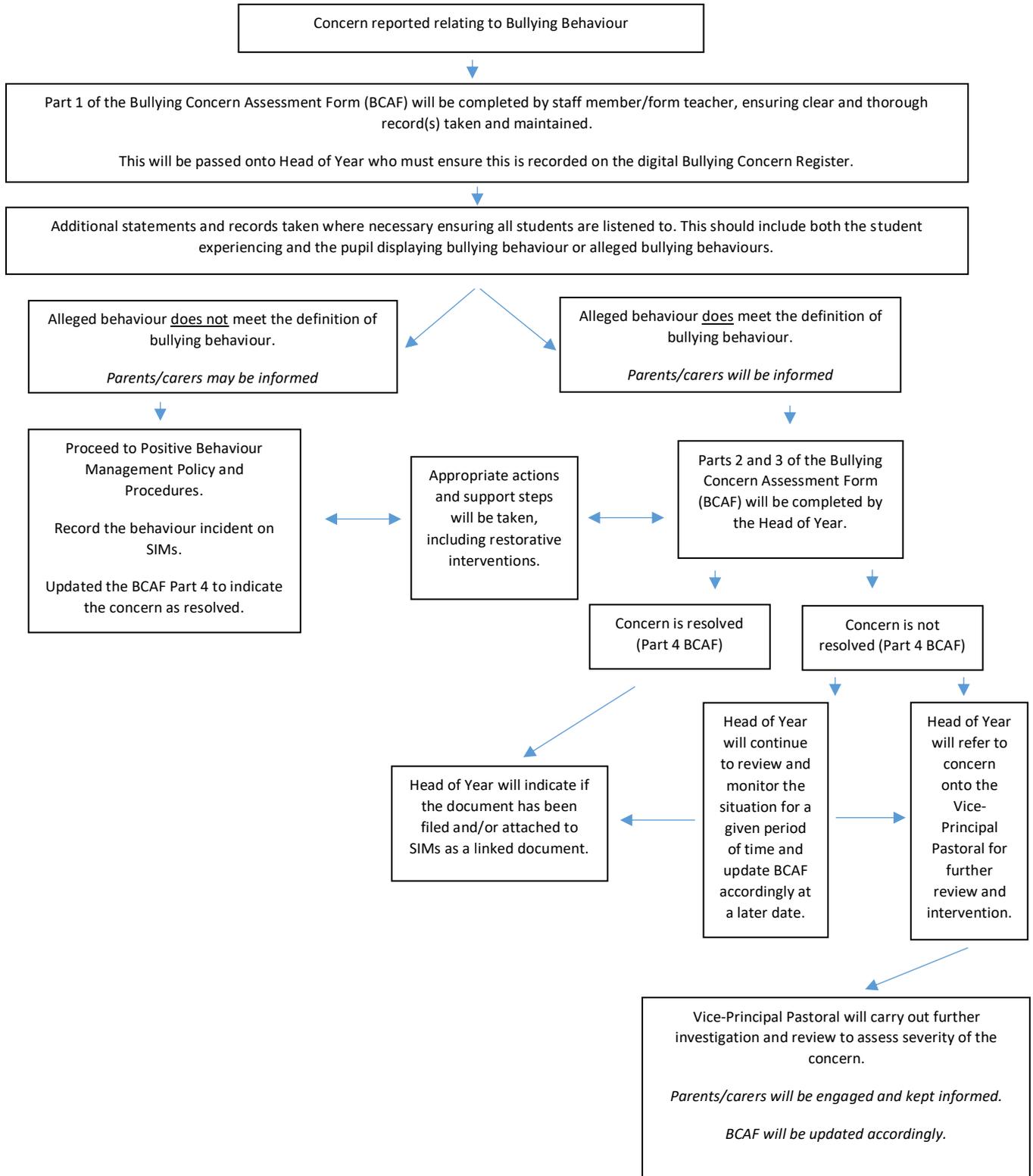
Date: \_\_\_\_\_

(Chairperson of Board of Governors)

Date of next review: \_\_\_\_\_

## Appendix A

### Overview Illustrating Procedures Involved when Supporting Pupils who are Experiencing or Displaying Bullying Behaviours or Alleged Bullying Behaviours



Appendix B



## Bullying Concern Assessment Form

### PART 1 - Assessment of Concern

Date:	Name(s)	Year Group
Person(s) reporting concern		
Name of targeted pupil(s)		
Name of Pupil(s) involved		
Does the behaviour involve? <input type="checkbox"/> Individual to Individual 1:1 <input type="checkbox"/> Individual to Group <input type="checkbox"/> Group to Individual <input type="checkbox"/> Group to Group		
<b>Type of incident:</b>  <input type="checkbox"/> Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons)  <input type="checkbox"/> Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours)  <input type="checkbox"/> Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others)		

**Theme (if applicable):**

Disability (related to perceived or actual disability)

Cyber (through technology such as mobile phones and internet)

Homophobic (related to perceived or actual sexual orientation)

Racist (related to skin colour, culture and religion)

Sectarian (related to religious belief and/or political opinion)

Other \_\_\_\_\_

Is there persistence/recurrence of this behaviour?	Yes / No
Is it targeted behaviour?	Yes / No
Is there a power imbalance?	Yes / No
Is it intentionally hurtful behaviour?	Yes / No
Does this incident meet your school's agreed definition of bullying?	Yes / No

**Details of incident(s):** Attach all written accounts/drawings of incident(s) completed by all pupils involved including witnesses (i.e. other pupils, staff)



## Bullying Concern Assessment Form

### PART 2 – Details of Response

**Name of action/support for pupil(s) who experiencing bullying behaviour: (please tick all that apply)**

- Discussion of the incident with peers/class
- Defined ongoing support/monitoring from staff
- Referral for Counselling
- Referral for other in-school support (please specify) \_\_\_\_\_
- Referral to other agencies (please specify) \_\_\_\_\_

**Name of action/support for pupil(s) who displayed bullying behaviour: (please tick all that apply)**

- Discussion of the incident with peers/class
- Defined ongoing support/monitoring from staff
- Parental involvement (please specify) \_\_\_\_\_
- Referral for Counselling
- Referral for other in-school support (please specify) \_\_\_\_\_
- Referral to other agencies (please specify) \_\_\_\_\_
- Detention
- Internal Suspension
- Fixed exclusion/suspension
- Permanent exclusion/expulsion

Have parent(s)/guardian(s) been informed / involved? Yes / No (Give details)



## Bullying Concern Assessment Form

### PART 3 – Outcome

Record below the level of satisfaction for each party:

Good = 1	Satisfactory = 2	Poor = 3	Unresolved = 4
Child experiencing the bullying behaviour			
Parents of child experiencing the bullying behaviour			
Child displaying bullying behaviour			
Parents of child displaying bullying behaviour			



## Bullying Concern Assessment Form

### PART 4 – Status of Concern

This concern is now resolved: Yes / No

- Filed
- Attached to SIMs as a linked document

**When concern is not resolved:**

**Further intervention/ Required**

- Review information and action (specify date) \_\_\_\_\_
- Refer to Vice-Principal/Principal

Name and designation of the teacher(s) involved in the completion of this form:

Signed:

Date: