

ANTI-BULLYING POLICY

Rationale

Lurgan College is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles the school upholds. All members of the College community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

Mission Statement

Lurgan College is committed to creating a caring, supportive, inclusive and safe environment. In which all pupils are treated with respect and dignity, are valued as individuals and are supported and encouraged to reach their full potential.

Aims

The aims of this policy are to:

- Enable pupils to learn in a safe and supportive environment, free from intimidation and fear
- Promote an anti-bullying culture in the school
- Create an environment in which every pupil is respected, cared for and valued
- Take seriously and thoroughly investigate reported incidents of bullying
- Work in a restorative and solution focused way to resolve bullying concerns which are identified
- Listen to and support the pupil being targeted; their needs will always be paramount
- Address the needs of the pupil displaying the bullying behaviour; they will be supported to accept responsibility and to change their behaviour

Definition

Bullying is defined as:

The repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.

(Source: Northern Ireland Anti-Bullying Forum)

Bullying refers to a range of harmful behaviour, both physical and psychological. It is often the wilful, conscious desire to hurt, threaten or frighten someone else. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it, and it causes distress.

It can take several forms –

- Physical violence such as hitting, pushing or spitting at another pupil
- Interfering with another pupil's property, by stealing, hiding or damaging it.
- Belittling another pupil's abilities and achievements
- Intimidation or threats, which may include demanding money or possessions
- Psychological/verbal – name-calling, sarcasm, teasing, spreading rumours, writing hurtful notes, sending hurtful text messages, emails, use of web-sites e.t.c.
- Emotional – excluding or manipulating someone, taunting (including for example on the basis of: religion, culture, race, sexual orientation, disability and appearance), threatening or rude gestures
- Cyberbullying takes place using electronic technology – this includes devices and equipment such as mobile phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.

At Lurgan College we recognise that bullying can have a negative impact on the physical and mental health of both the person being targeted, and the person accused of displaying bullying behaviour, as well as the educational benefit each pupil should derive from their school life.

Measures to prevent bullying

- It is made clear to pupils and parents from the outset, at the Open Afternoon and during the Induction Programme, that bullying is not tolerated and that any instance of bullying must be reported by the pupil who is the target, or by any pupil who happens to witness it
- At the start of each year, pupils are given clear guidance on the standards of behaviour expected and are informed of the avenues of support if they are targeted
- Pupils are encouraged to speak to a member of staff if they perceive that they are being bullied
- The creation and maintenance of good relationships between all members of the school community
- The Personal Development (PD) Programme is designed to provide pupils with the opportunity to develop the strategies and resilience to respond appropriately to situations which affect their welfare. It contains lessons to coincide with Anti-Bullying Week and Safer Internet Day. These topics are also addressed in assemblies and through work in individual departments
- The House System encourages pupils to develop a sense of pride in the school, a healthy competitive spirit, leadership potential and also promotes emotional health and well-being, collegiality and inclusion
- Effective supervision of the school building and grounds before school, at break, lunchtime and after school
- Consistent behaviour management by all staff
- A Peer Mentoring support system
- Information is displayed on the Pastoral Care Notice Board of organisations outside school which pupils can contact to talk about bullying.

Roles and Responsibilities

Staff

Our staff will:

- Foster in our pupils self-confidence, self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Address bullying through the Induction events and Personal Development programme so that every pupil learns about the damage it causes to both the pupil who is targeted and the pupil who engages in bullying behaviour
- Emphasise the importance of telling a trusted adult about bullying behaviour when it happens or is observed
- Be alert to signs of distress and other indications of bullying e.g. behaviour change such as withdrawal, lack of concentration, marked deterioration in work or absenteeism
- Listen sympathetically to, and take seriously, when a pupil discloses they have been targeted
- Act promptly to deal with reported or observed instances of bullying, in accordance with the agreed procedures
- Report any complaint by a parent about bullying to the Pastoral Vice-Principal.

Pupils

We expect our pupils to:

- Behave in a caring manner towards other members of the school community
- Help create a climate where bullying is not accepted
- Refrain from becoming involved in any kind of bullying
- Offer support, where appropriate, to any pupil who is being bullied
- Report to a member of staff any concerns or instances of bullying witnessed or suspected, involving themselves or others
- Co-operate fully with staff investigating suspected bullying.

If bullying occurs – Pupils must be willing to:

- Say they are being bullied – tell a teacher or any other member of the College staff, or make use of one of the Pastoral Issues Boxes
- Avoid retaliating e.g. hitting back, calling him/her names e.t.c.
- Refrain from using online environments where cyberbullying occurs

Pupils encountering a bullying case or incident should:

- Not join in
- Not watch as this will only encourage the bully
- Tell an adult – reporting bullying is not “tale-telling”
- Make the bully aware that his/her actions are not acceptable

Parents

Parents can help to combat bullying by:

- Taking an active interest in their child’s school and social life
- Encouraging their child to talk about his/her feelings
- Watching for signs of distress or unusual behaviour in their child, which might be evidence of bullying
- Informing the College when bullying is suspected and keeping a written record if it persists
- Advising their child to report any bullying to a member of staff and explaining the implications of allowing the bullying behaviour to continue unchecked, for themselves and other pupils
- Being sympathetic and supportive towards their child and reassuring them that appropriate action will be taken
- Praising their child, making it clear that if they are being bullied they are not to blame, it is the bully whose behaviour needs to change
- Monitoring their child’s use of the internet and mobile phones
- Being aware of on-line support to help in the case of bullying (See Appendix 4 for useful contacts)
- Discouraging their child from retaliating to any forms of bullying behaviour
- Notifying the police where bullying occurs outside school
- Co-operating with the school, if their child is involved in a bullying concern, to resolve the difficulty in a way which stops the behaviour recurring and meets the needs of all children
- Allowing time for the situation to change.

Procedures for Dealing with incidents of bullying behaviour

We recognise the fact that bullying can exist in all schools but that even if it is only present to a small extent, the suffering created may be out of all proportion to the number of pupils affected. Consequently, we regard bullying as totally unacceptable and are committed to providing an environment where it will not occur. The College’s Code of Conduct and Positive Behaviour Policy are based on establishing a caring, supportive community which enhances the pupils’ self-esteem and fosters self-respect and respect for others. Every member of the College community is equally valued and has an important role. If this is followed, condemnation of bullying is both implicit and explicit. The stages in the application of this policy are outlined in Appendix 1.

The main aim of any intervention is to:

- **Respond** to the bullying that is taking place
- **Resolve** the concern and
- **Restore** the well-being of all those involved

In determining the level of severity, staff will take into account the following factors:

- The **nature** of the bullying behaviour – for example deliberate teasing, excluding or hitting
- 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 the bullying can only be measured by the degree of distress suffered by the target.

Action

Incidents of alleged bullying which are brought to the attention of the school will be dealt with sympathetically and the school will act promptly in seeking to resolve the incident or complaint.

- The Pastoral Vice-Principal will be informed and in the first instance, the Head of Year will investigate the allegation sensitively and thoroughly
- If the behaviour is identified as bullying, a Bullying Concern Assessment Form (Appendix 2) will be completed
- The parents/guardians of all pupils concerned in the bullying incident will be contacted
- Appropriate interventions will be assessed and planned with reference to the NIABF document 'Effective Responses to Bullying'. These will be based on the four Levels of Intervention outlined in Appendix 3
- Sanctions may be imposed as outlined in the school's Positive Behaviour Policy*
- Steps will be taken to support and respond to the needs of both the pupil who is the target of bullying and the pupil who is displaying the bullying behaviour
- If appropriate, advice and support will be sought from external agencies e.g. EWO, Behaviour Support Team, Pupil Personal Development Service, Education Psychology, Child Protection Support Service for Schools (CPSSS)
- The on-going effectiveness of the chosen intervention/strategy will be monitored and evaluated
- The outcomes will be reviewed to determine whether or not further action is required
- Complaints of bullying will be recorded in the Anti-Bullying Incident Log. This will include the motivating factors behind the bullying behaviour, the actions taken to support the pupil who has been targeted and the pupil displaying bullying behaviour, on-going support and interventions and their effectiveness
- The completed Bullying Concern Assessment Forms will be passed to the Pastoral Vice-Principal for filing
- A parent who makes a complaint about bullying will receive a response within 5 working days, indicating the outcome of the investigation and the action to be taken.

*Sanctions outlined in the Positive Behaviour Policy may include detention(s), or suspension may be applied where the SLT is satisfied that there is sufficient evidence. In more persistent/extreme cases, the Board of Governors may recommend expulsion of the pupil from the College to the Education Authority.

In the event where parents are dissatisfied with the application of this policy they have recourse to the Board of Governors through the College Complaints Procedure.

Training and Professional development

All teaching staff will be made aware of the policy document and kept up to date through INSET. Heads of Year will be encouraged to avail of the Anti-Bullying training provided by the Pupil Personal Development Service.

Monitoring, Evaluation and Review

This Anti-bullying Policy has been based on guidance from the N.I. Anti-Bullying Forum publication 'Effective Responses to Bullying Behaviour'. It was developed through a collaborative process which involved a wide range of stakeholders including staff, pupils and parents.

The policy will be monitored on an ongoing basis by the Pastoral Vice-Principal and the Heads of Year. This will process will include:

- Analysing the Anti-bullying Incident Log to determine the frequency and nature of bullying within the school
- Reflecting on the effectiveness of the school's preventative measures

- Reviewing how incidents and complaints have been handled
- Evaluating the success of interventions and actions in resolving bullying incidents

The outcomes will inform and guide the on-going development of the school's Anti-bullying Policy, procedures and practice.

This policy will be reviewed every 2 years through consultation with pupils, parents and staff. This process may include surveys, focus groups and the School Council.

This Policy will be reviewed in light of any recommendations emanating from the Education Minister's Addressing Bullying in Schools Bill. The proposed legislation introduced will provide a legal definition of bullying which is included in this policy; introduce a requirement for schools to record all incidents of bullying; and require Boards of Governors to take direct responsibility for developing and monitoring the effectiveness of Anti-Bullying policy and practice within schools.

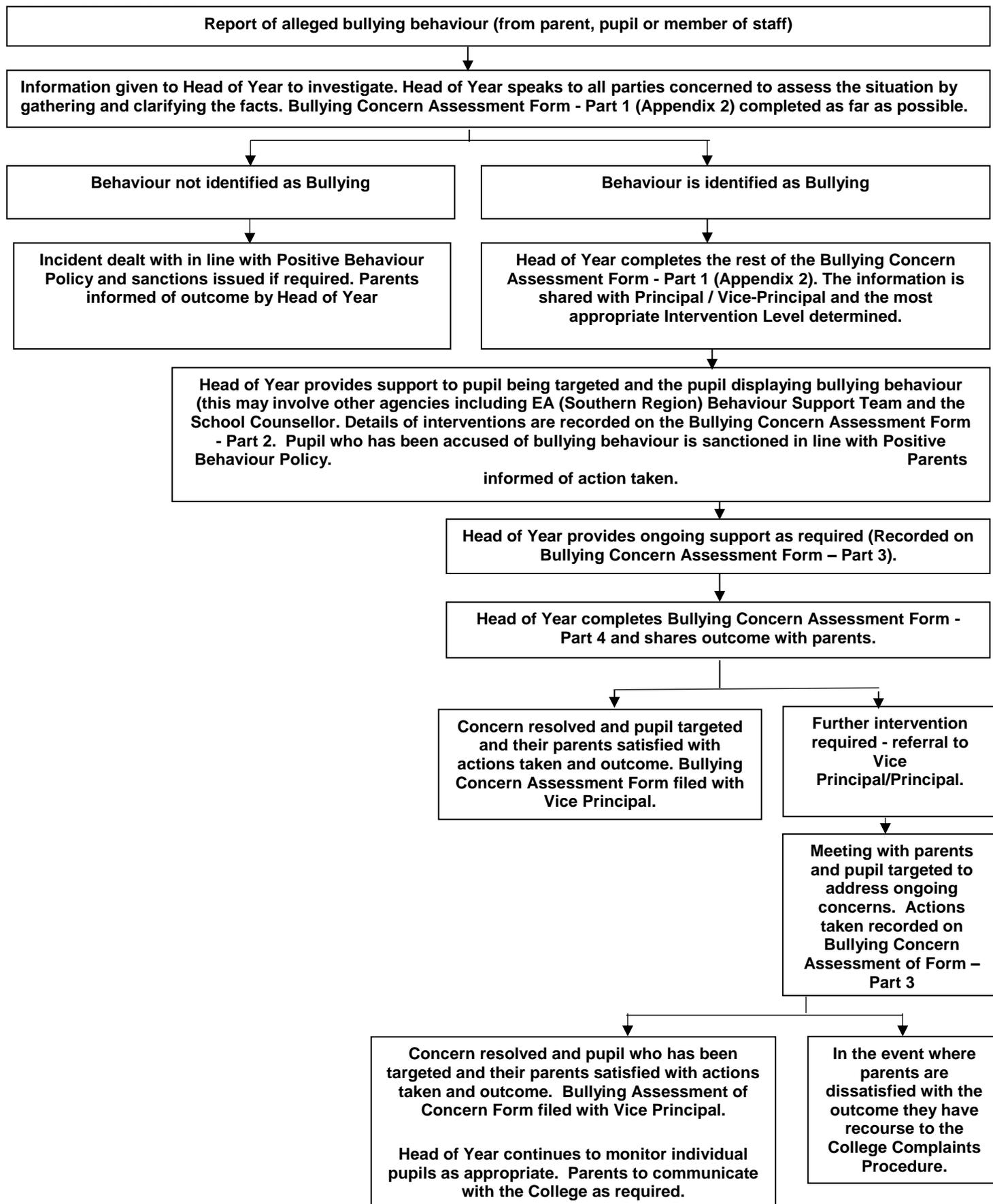
Linked Policies

This policy is set within the broader context of pastoral care and as such should be read in conjunction with the following school policies:

- Child Protection/safeguarding
- Positive Behaviour
- Pastoral Care
- Acceptable Use of ICT and the Internet
- Online Safety

Application of Anti-Bullying Policy

The College reserves the right to modify this process and or stage of entry as deemed appropriate by the SLT or as circumstances dictate.



BULLYING CONCERN ASSESSMENT FORM

PART 1 – ASSESSMENT OF CONCERN

Date _____

Bullying is defined as:

The repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.

(Source: Northern Ireland Anti-Bullying Forum)

	Name(s)	Gender	Year Group (if Pupil)
Person(s) reporting concern			
Name of targeted pupils(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			

Type of incident and Theme (if applicable):

Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons)

Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours)

Indirect bullying (includes isolation, refusal to work with/talk to/help others)

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

Check records for previously recorded incidents:

Outline of incidents(s): Attach all written accounts/drawings of incident(s) completed by bullied pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.

PART 2 – DETAILS OF INTERVENTIONS TO BE IMPLEMENTED IN RESPONSE

2.1 PUPIL(S) WHO HAS BEEN TARGETED:

REFER TO LEVEL 1-4 INTERVENTIONS

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

Provide outline details of the level and type of intervention with:

- Individual _____
- Peer group _____

On-going support/monitoring to be provided _____ (daily, weekly)
by _____ (named staff) and will be formally reviewed by
_____ (date). Details to be recorded in Part 3 (p11).

Parent(s)/carer(s) contacted at: _____ am/pm on _____ (date)
Details: _____

Referral to other agencies – If yes, please specify _____

Any other details (please specify)

2.2 PUPIL(S) WHO HAS BEEN DISPLAYING BULLYING BEHAVIOUR:

REFER TO LEVEL 1-4 INTERVENTIONS

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

Provide outline details of the level and type of intervention with:

- Individual _____
- Peer group _____
-

- On-going support/monitoring to be provided _____ (daily, weekly)
by _____ (named staff) and will be formally reviewed by
_____ (date). Details to be recorded in Part 3 (p11).

Parent(s)/carer(s) contacted at: _____ am/pm on _____ (date)

Details: _____

- Referral to other agencies (please specify)
-

- Any other action (please specify)
-
-

- Detention(s)
- Suspension
- Expulsion (Board of Governors and Education Authority)
- Other (please specify)
-

PART 3 – ON-GOING RECORD OF SUPPORT AND INTERVENTIONS

REFER TO LEVEL 1-4 INTERVENTIONS

Date and time	Details of Intervention / Issues raised	Action Required/Taken	Name of teacher, Designation, Signature and Date
			Name: _____ Designation: _____ Signature: _____ Date: ____/____/____
			Name: _____ Designation: _____ Signature: _____ Date: ____/____/____
			Name: _____ Designation: _____ Signature: _____ Date: ____/____/____
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			Name: _____ Designation: _____ Signature: _____ Date: ____/____/____
			Name: _____ Designation: _____ Signature: _____ Date: ____/____/____

Additional copies of this page can be inserted as required.

PART 4 – STATUS OF CONCERN

This concern is now resolved: Yes

Copied to _____

Filed (Interventions complete, issue resolved, record maintained)

When concern is not resolved:

Further intervention required:

- Review information and action to date
 - Refer to VP/Principal
 - Re-assess Level of Interventions; Implement other strategies from appropriate level
 - Assign tasks, record and monitor as in Part 2 and 3
-

Name and designation of the teacher completing this form:

Name (please print): _____

Designation: _____

Signed: _____

Date: ____/____/____

Understanding the Levels of Intervention

It is important to remember that every bullying incident will be individually assessed and an intervention chosen which best meets the individual pupil needs.

Level 1 Intervention - Low Level Bullying Behaviour

Interventions at Level 1 are to help individuals to recognise/reflect on their unacceptable behaviour and to “get them back on track” while listening to and supporting/strengthening the pupil(s) experiencing bullying. Low level bullying behaviour should NEVER be ignored.

Staff should:

- Explain the inappropriateness of the behaviour in line with the school’s values.
- Identify possible consequences if the bullying behaviour continues.
- Point out the level of distress experienced by the bullied pupil
- Talk with the pupil being bullied to explore whether he/she has in any way provoked the bullying behaviour
- Help the bullied pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support
- Encourage reparation to be made, if appropriate
- Monitor the situation carefully
- Be prepared to intervene with a higher response level if the situation persists or deteriorates

Level 2 Interventions - Intermediate Level Bullying Behaviour

While interventions at Level 2 involve continuing with the above, there is a shift from individual support to group interventions. To be effective small group work needs:

- The consent and involvement of the pupil being bullied
- To be planned and timetabled, session length dependent on age and ability
- Parental / carer consent and agreement from participating pupils
- Carefully selected group membership
- To take place in a suitable and comfortable environment
- To be uninterrupted
- To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity
- Decision and outcomes to be agreed and recorded, e.g. on a flipchart
- To facilitate the development of empathy amongst pupils
- A solution focused approach to the situation
- To provide opportunities for pupils to take responsibility
- Regular meetings of the group
- Regular meetings with the bullied pupil to assess ongoing effectiveness of agreed actions.
- To ensure regular feedback is given on agreed actions

Level 3 Interventions - Complex Bullying Behaviour

Interventions at Level 3 will involve the Pastoral Vice-Principal, SENCO and other members of the SLT, in collaboration with pupil(s) and parents determining the way forward in affecting change. Schools may use their individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all.

This planning may occur through a multi-agency discussion, involving EA Services (e.g. Behaviour Support Team) and other external support agencies.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently interventions may require one-to-one meetings, small group work and whole class involvement. These will often require group interventions as discussed in Level 2 and/or The PIKAS Method of Shared Concern which aims to change the behaviour of pupils involved in bullying incidents and improve the situation of the pupil who has been targeted. It involves a non-punitive, non-blaming and non-aggressive approach to individual and group discussion of the incidents, along with individual support and strength building programmes.

Level 4 Interventions - High Risk Bullying Behaviour

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's Child Protection Policy and safeguarding procedures will need to be invoked. Advice and support will be available to schools through the Child Protection Support Service for Schools.

In addition to safeguarding procedures and practices including referral to external support services, the school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.

Useful Contacts

N.I. Anti-Bullying Forum (www.endbullying.org.uk) The Northern Ireland Anti-Bullying Forum (NIABF) brings together 25 regional statutory and voluntary sector organisations all acting together to end bullying of children and young people in our schools and in our communities. (90891730)

Childline (08001111) (www.childline.org.uk) provides confidential advice for young people

Kidscape (www.kidscape.org.uk/childrenteens/cyberbullying.shtml) provides advice for young people on how to respond to cyber bullying

Thinkuknow (www.thinkuknow.co.uk) provides practical information and advice about many aspects of the internet

The Anti-bullying Network (www.antibullying.net/) provides information for teachers and other professionals who work with young people

Chat Danger (www.chatdanger.com/) is a website about the potential dangers of interactive online services like chat, instant messaging, email and mobiles.

Stop Text Bully (www.stoptextbully.co.uk) includes resources such as a Top 10 Tips poster for young people and a school resource pack 'Putting U in the Picture'.

The Parents Centre (<http://www.direct.gov.uk/en/Parents/index.htm>) provides advice on bullying.

The Centre for Exploitation and Online Protection (www.ceop.gov.uk/) also provides a facility for reporting abuse on the Internet. Cyberbullying <https://www.ceop.police.uk/safety-centre/11-16/>
If online content is potentially illegal, then it should be reported to the Internet Watch Foundation (www.iwf.org.uk/)

The Urzone website (www.urzone.com/) is sponsored by the Police Service of Northern Ireland (PSNI) and provides advice and help on a range of issues affecting young people

Anti-Bullying Alliance (www.anti-bullyingalliance.org.uk) is a coalition of organisations and individuals, who work together to stop bullying and create safer environments in which young people can live, grow, play and learn.

NSPCC (www.nspcc.org.uk/) provides information on a wider range of topics including bullying and cyberbullying.