



## **NENDRUM COLLEGE**

### **ANTI-BULLYING POLICY**

**This policy is founded on the principles of the UNCRC and particularly with regard to Article 19:**

**‘Children are protected from all forms of violence, abuse, neglect and bad treatment by their parents and anyone else who looks after them.’**

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Reviewers:	Pastoral Care Team
Approved by:	Board of Governors June 2021



## 1) **MISSION STATEMENT**

*The aim of the college is to provide a disciplined yet caring and supportive environment in which each pupil is encouraged to attain his/her true potential both academically and personally.*

Bullying is usually repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others.

We believe that all members of the School Community have the right to be free from physical or emotional abuse.

This policy has been developed consistent with 2003 Statutory Requirement (Education & Libraries NI Order) which requires Board of Governors and Principals to consult with all key stakeholders (pupils, parents, staff) regarding positive behavior 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 pupils.

Article 18 – Child Protection measures.

Article 19 – School Discipline: Measures to Prevent Bullying.

Reference DE Circular 2003/13

Welfare and Protection of Pupils Education and Libraries (NI) Order 2003.

Pastoral Care in Schools: Promoting Positive Behaviour (2001)

Pastoral Care in Schools: Child Protection (1999)

Department of Education Policy Addressing Bullying in Schools Act 2016 Statutory Guidance March 2021

The Anti-Bullying Policy will apply:

- On school premises, during the school day
- While travelling to and from school
- When pupils are under the lawful control of school staff (eg during a school trip)
- When pupils are receiving education, arranged by the school, but delivered away from the school premises (eg at another school in the Area Learning Community)
- Where incidents occur outside of school, the school may offer guidance and support and advise parent/guardian on access to external agencies.

## 2) **DEFINITION OF BULLYING**

At Nendrum College we recognize that in growing up and in maturing young people encounter relationship difficulties with others.



A judgment has to be made regarding an acceptable level of interpersonal disharmony and what could be deemed “Bullying”.

The following definition may be used to help make this distinction.

2.1 Bullying Behaviour is unacceptable, unkind behaviour, which is recurrent/persistent in which a more powerful pupil or group, “target” a more vulnerable pupil.

2.2 Northern Ireland Anti-Bullying Forum

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. (2005)

2.3 **DE Definition of bullying behaviour**

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

In this Act ‘bullying’ includes (but is not limited to) the repeated use of:

- Any verbal, written or electronic communication,
- Any other act, or
- Any combination of those,

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.

### 3) **LINKS BETWEEN THIS POLICY AND OTHER SCHOOL POLICIES**

At Nendrum College we take a holistic approach to pupil welfare. We believe it is our duty to safeguard and promote the welfare of all our pupils. Other school policies that address pupil welfare are; Child Protection Policy, Positive Behaviour Policy, Road Safety Education Policy, Pastoral Policy, Relationships and Sexuality Policy, Policy on Drug Abuse, Policy on Acceptable use of the Internet.

### 4) **COLLEGE PRINCIPLES AND VALUES**

The aim of the College is to provide a disciplined yet caring and supportive environment in which each pupil is encouraged to attain his/her true potential both academically and personally.

The principles and values in regard to Bullying that underpin the College Aim are;

- Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear
- Pupils are aware of the various people available to them if they require help. These include Form Teachers, Year Heads, Counsellor, Designated Teacher for Pastoral Care.
- Friends/Classmates are encouraged to report to staff if they are aware of any pupil being unduly upset as a result of the inappropriate behaviour of another or others.



- When bullying concerns are identified our college will work in a restorative and solution focused way to achieve the necessary change.
- Ongoing support will be given to pupils who have been bullied and those involved in bullying will be encouraged to consider and change their behaviour.
- Parents of pupils who have been bullied and of the bullies will be informed by the college of the college's investigations and the outcome.
- Pupil awareness of these principles and values is raised through whole school assemblies, year assemblies and the Personal Development Programme.

## 5) **PREVENTATIVE MEASURES**

We value the contribution our pupils make within the classroom and in the wider school community. We strive to reward and reinforce the positive behavior exhibited by our pupils.

This ethos in conjunction with the following is used to promote positive behaviour.

- Pupils of the Month awards
- Merit System in Years 8 – 10
- Honours Ties in Year 12
- Head and Deputy Head Boy and Girl
- School Council
- A code of behaviour is outlined in the Discipline Policy and a behavioural contract in the Homework Diary is signed by parents.
- A College Curriculum which addresses prejudice and discrimination
- Pupils are made aware of who to go to if there is a bullying issue.
- Wall displays that promote pupil achievement

## 6) **BULLYING BEHAVIOURS (this list is non exhaustive)**

The following are unacceptable behaviours BUT only constitute bullying behaviours when they are recurrent/persistent, targeted with intent and where a power balance between pupils is evident.

An exception is the threshold – one off incident on a large scale (see 6.4 below)

Type of incident:

### 6.1 **Physical Bullying**

This includes jostling, physical intimidation, punching/kicking, any other physical contact which may include the use of weapons.

### 6.2 **Verbal Bullying**

This includes name calling, insults, jokes, threats, spreading rumours. These methods can be described as, but are not limited to, saying, writing or using online contact and platforms to:



- Say mean and hurtful things to, or about, others
- Make fun of others
- Call another pupil mean and hurtful names
- Tell lies or spread false rumours about others
- Try to make other pupils dislike another pupil/s
- Extort from, blackmail or exploit another.

The use of electronic communication as a method of bullying behavior is most commonly identified as cyber bullying. Cyber bullying is an aggressive, intentional act carried out by an individual or group against a target using, for example, electronic forms of contact and online platforms.

### **6.3 Indirect Bullying**

This includes isolation, refusal to work with/talk to/play with/help others interfering with personal property. It includes cyber bullying: misusing mobile phones and internet programmes to humiliate threaten and isolate and/or exclude another.

Methods of bullying behaviour therefore includes omission. This includes where a pupil is intentionally left out (eg 'they stopped him playing with them') and where there is a willful failure to include a pupil (eg 'they purposefully did not ask him to join the game').

Exclusionary bullying behaviours are as serious as other verbal or physical acts.

### **6.4 Threshold for 'one off' incident**

The College, through this policy allows for one-off acts or exclusionary behaviour to be included in the definition of bullying behaviours but should specifies that repetition is one way of establishing intention to harm, particularly if the bullying behaviours have not stopped after an intervention by the school.

The school may specify serious one-off incidents as bullying depending on a range of factors, such the severity of the impact and evidence of pre-meditation. The criteria below that will be used to asses this in the Anti-Bullying Policy.

This may include:

- Severity and significance of the incident
- Evidence of re-meditation
- Impact on individuals
- Impact of the incident(s) on the wider school community
- Any previous incidents involving the individual(s)

### **6.5 Bullying outside of the College/Premises**

As a college we have a statutory power to discipline students for poor behaviour outside the college premises when they are travelling to and from school. We may also investigate an incident outside school where it is a child protection issue or where it may interfere with the social harmony or learning within school.



## 6.6 Intention to Cause Harm

With the intention of causing physical or emotional harm to that pupil or group of pupils. The Act requires schools to determine the intention of the pupil allegedly demonstrating bullying behaviours to cause harm. This includes, for example, intention to harm being determined by the continuation of identified bullying behavior after the school has implemented interventions to respond to the situation, resolve the concern and restore relationships.

This determination is at the College's discretion in assessing an individual pupil's capacity to understand the impact of their behaviours, eg due to development age, disability or delay. In determining 'harm' the following will be considered:

- 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.
- Pupils may be targeted on the basis of race, religion, culture, gender, perceived sexual orientation.
- Other unacceptable behaviours will be dealt with through the Positive Behaviour Policy.

**Bullying is usually repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others.**

Where necessary, the college may choose to notify social services or the PSNI.

## 7) RESPONSIBILITIES OF ALL STAKEHOLDERS

7.1 The Governors must play a central part in developing anti-bullying policy. Governors must also ensure that measures are taken to prevent and address bullying behavior and they must be informed about the prevalence of bullying and alleged bullying incidents, as well as the motivation behind these behaviours.

The Governors demonstrate this by:

- A standing item on the agenda of each meeting of the Board of Governors where a report on bullying is presented (under Pastoral Care).
- Minutes recording the numbers of recorded incidents of bullying including method, motivation and how the incident was addressed.
- A record of how pupils, parents/carers, teachers and governors are consulted if and when changes are made to the Anti-Bullying Policy.
- Identification of trends and patterns to inform further development of policy and practice.
- Written responses to relevant pupils or parents/carers, where appropriate.

Governors should review the records of alleged bullying incidents, including:



- The number of bullying incidents and the number of alleged bullying incidents not progressed under the Anti-Bullying Policy.
- The type of bullying (method).
- The motivation behind the bullying incidents.
- How long the bullying went on.
- The responsive intervention(s) employed.
- The effectiveness of the intervention(s).
- The proportion of bullying situations which were successfully resolved.

Governors should also review:

- The number and type of whole school/class preventative measures.
- The impact of the policy and practice within the whole school.
- The number of pupils, parents and school staff who feel that the school is now a safer environment as a result of anti-bullying policy and practice.

Governors may wish to review the anti-bullying policies at intervals shorter than every 4 years, for example:

- When there has been a serious incident of bullying behaviour
- When reviewing other associated policies, such as the Safeguarding Policy and the Positive Behaviour Policy.
- In response to a recommendation by the Education and Training Inspectorate.
- In response to relevant circulars from the Department of Education.

## 7.2 The responsibilities of staff

Our staff will:

- Be responsible for positive behaviour within their own classroom.
- Foster in our pupils self-esteem, a sense of their rights and their responsibility to others.
- Demonstrate by example the high standards of personal and social behaviour we expect from our pupils.
- Discuss bullying with all classes so that every pupil learns about the damage it causes to both the pupil who is targeted and the pupil who engages in bullying behaviour.
- 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. Pupils should be made aware during the discussion that any information regarding safeguarding issues will be passed on to the Designated/Deputy Designated teacher.
- 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.
- Report cases of bullying to Heads of Year or designated/deputy designated Child Protection teachers using the Initial Assessment Form.
- Heads of Year will ensure documentation regarding Bullying is updated and reviewed regularly.



### 7.3 The Responsibilities of Students

We expect our students to:

- Not get involved in any kind of bullying behaviour either as an individual or as part of a group.
- Intervene and support any pupil who is being bullied, unless it is unsafe for them to do so.
- Report any concerns or instances of bullying to a member of staff in an open and honest manner and help to prevent further instances. This may be to a class teacher, form teacher, Year Head, Head of Junior/Senior school, SENCO, designated/deputy designated teacher for Child Protection, Principal.

Anyone who becomes the target of bullies should:

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

### 7.4 The responsibility of Parents/Carers

We ask our parent/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, Designated/ Deputy Designated Child Protection teachers or any member of staff they feel comfortable speaking to. They should explain the implications of allowing the bullying behaviour to continue unchecked, for both themselves and other pupils.
- Advising their children not to retaliate violently to any forms of bullying behaviour.
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken.
- Keeping written records of any reported instances of bullying.
- Informing the college of any suspected bullying even if their child is not involved.
- Co-operating with the college, 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 the children.

## 8) RESPONDING TO A BULLYING CONCERN

### 8.1 The nature of the bullying:

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 perceptions of the child being bullied and the degree of distress caused by the bullying behaviour need to be taken into consideration. There is also a need for consideration of intention and harm.

Staff will take cognizance of the following when managing a bullying situation.





- Gather and clarify the facts in a caring non-judgmental manner. These should include the nature of the bullying, the names of those involved, the frequency of the bullying behaviour and the duration of the bullying behaviour.
- Record all relevant information. This must state:
  - (a) What from all of the circumstances, appears to be the motivation of the incident.
  - (b) The methods of bullying, as defined by the College 'Bullying Behaviours'.
  - (c) Include information about how the incident was addressed.Using SIMS Behaviour Management to Record a Bullying Concern – Guidance for School 2019 and the 'Anti Bullying Quick Reference Helpsheet'. This must record the motivation behind the behaviour, the method of bullying (eg verbal, physical etc) and how the situation was addressed.
- 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 anti bullying policy.
- Assess the situation and its severity level. Determine the appropriate level of response required to manage the situation effectively.
- Choose an appropriate intervention(s) from the Intervention Levels and monitor and evaluate its ongoing effectiveness.
- Ensure effective communication amongst all parties.
- Consider the possible need for: Parental involvement, SENCO involvement or External agency involvement.
- Record actions taken and outcomes achieved.
- Carry out and record an interview with pupil who was bullied to ensure bullying behaviour had ceased.

The Head of Year will decide if the incident warrants further action. This will depend on the nature of the incident and/or if further action is deemed necessary. Termly the HOY will compile a record of all incidents and a report for the HOJS/SS/VP. This will also be passed on annually to HOY/HOJS/SS.

## **8.2 Working In Partnership With Parents/Carers**

- Bullying is often reported to colleges by parents/carers. Such complaints will be met openly and sympathetically.
- Parents/Carers of the pupil being bullied will be contacted, and a meeting arranged where appropriate, to keep them informed of action taken and interventions put in place.



- Parents/Carers of the pupil carrying out the bullying behaviour will be contacted, and a meeting arranged where appropriate, to keep them informed of action taken and interventions put in place.

### **8.3 Interventions**

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)

## **9) PROFESSIONAL DEVELOPMENT OF STAFF**

Staff will receive training on the Anti Bullying Policy during the in-service days in August.

## **10) MONITORING AND REVIEW OF POLICY**

This policy will be evaluated and updated where necessary bi-annually.

## **11) COMMUNICATION OF THIS POLICY TO PARENTS, CARERS/GUARDIANS AND PUPILS**

The policy may be given or otherwise made available, free of charge and in such form as the Board of Governors considers appropriate, to the parents of all registered pupils at the school and to the staff of the school.

Copies of the policy is available for inspection at the College at all reasonable times, free of charge and in such form as the Board of Governors considers appropriate.

Governors will ensure that such measures are taken.

Therefore, pupil friendly version/graphic available on school website/on request. Leaflets eg online/acceptable use of internet/ipads.

- Appendix 1 Quick Reference Helpsheets – Using SIMS to record a Bullying Concern.  
Appendix 2 Using SIMS Behaviour Management to Record a Bullying Concern – Guidance for Schools 2020-21  
Appendix 3 Bullying Concern Assessment