Carrickfergus Grammar School policy on	Anti-Bullying
Date implemented	September 2016
Review date / led by	September 2017 / L Kane
Consulted	Pastoral Team
Allied School Policies on: Safeguarding and Child Protection, E-Safety, Relationships and Sexuality Education, Promoting Positive Behaviour,	

1. Introduction:

This policy has been developed and is consistent with the 2003 Statutory Requirements (Education & Libraries NI Order) which requires Board of Governors and Principals to consult with all key stakeholders (pupils, 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 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 (NORTHERN IRELAND) ORDER 2003

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

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

1.   "Parent"refers to the parent or guardian of the pupil.

2.   Rationale:

Carrickfergus Grammar School provides education within an environment which has regard for the personal well-being of all our pupils, which promotes personal and social development and a feeling of self-worth for every pupil, and it is based upon good relations between staff, pupils and parents[1].

The Anti-bullying policy reflects other Safeguarding Policies in relation to providing a secure and caring environment where there is effective learning and teaching and where everyone has the best opportunity to develop their full potential.

The School aims to foster understanding and mutual respect through promoting positive self-esteem for all members of the school community. In Carrickfergus Grammar School bullying behaviour is contrary to the school ethos.

3.   Aims:

- to clarify for pupils, staff and parents[1] that bullying is always unacceptable, and is regarded by the school as a serious offence. In some instances it can have legal consequences.

- to create a feeling of confidence and safety throughout the school.

- to encourage an environment where individuals can develop without fear and can fulfil their true potential.

- to emphasise the importance of and to strengthen communication links between parents[1] and the school.

- to foster an ethos of responsibility and caring among all staff and pupils irrespective of race, creed, age, sexual orientation, gender identity or disability.

- to ensure that pupils'needs, whether bully or targeted pupil, are separated from their behaviour.

- to work in a restorative and solution focused way to achieve the necessary change when bullying concerns are identified.

- to provide awareness-raising training strategies for staff regarding bullying prevention including effective, appropriate strategies for intervention.

4. Definition of Bullying:

"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).

1.   "Parent"refers to the parent or guardian of the pupil.

Forms of Bullying:

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

Type of incident:

1   Emotional bullying - being deliberately unfriendly, excluding individual from peer group, tormenting, looks.

2.   Physical bullying - hitting, kicking, "horseplay", stealing, hiding, damaging or destroying personal property.

3.   Verbal/Written bullying - verbal threats, taunting, name calling, sectarian or racist remarks or writing, malicious rumours, verbal asides in class, writing on books or unkind notes, taking photographs without permission or knowledge.

4.   Extortion bullying - demanding money, personal property or homework.

5.   Gesture bullying - different forms of non-verbal, threatening gestures which carry intimidatory messages.

6.   Cyberbullying–this has been defined as '.an aggressive, intentional act carried out by a group or an individual, using electronic forms of contact, repeatedly over time, against an individual.'

        There are 7 recognised categories of cyberbullying:
        •   inappropriate text messaging;
        •   insulting/embarrassing material/pictures/video clips via mobile phone camera;
        •   silent or abusive messages;
        •   email bullying;
        •   chat room bullying;
        •   Inappropriate instant messaging;inappropriate use of websites including web logs (blogs), social networking and online polling sites.

7.   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 sites to humiliate, threaten and isolate another.

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

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5.   Possible Signs:

Pupils who are being bullied may show changes in behaviour, such as becoming anxious or nervous, feigning illness, loss of appetite, withdrawn demeanour etc. They may also show changes in their work patterns, may lack concentration or even truant from school.

6.   Promoting an Anti-Bullying Climate

All members of the school community have a right to be valued and respected. Pupils have a right to be educated in a secure and caring environment, and to have their abilities and talents nurtured and developed to their full potential.

Promoting Positive Behaviour, DENI, 2001

All pupils should feel free from the threat of psychological and physical abuse. Pupils should be encouraged to feel free to tell a teacher if they are being bullied and should know that the school does not tolerate bullying.

Bullying should be addressed through the Personal Development program. Assemblies should deal with the topic of bullying on a regular basis. The School will participate in the annual Anti-Bullying Week programme under the auspices of the NIABF.

Positive strategies which combat bullying should be employed e.g.:

- inclusion in pupil code of conduct

- "Effective responses to bullying behaviour"Northern Ireland Anti-Bullying Forum poster prominently displayed throughout the school

- inclusion in form time

- inclusion in PD Program

- rewarding good behaviour

- peer support schemes, e.g. mentoring, school prefects

- school prefects trained in recognising and responding to bullying behaviours

- Anti-Bullying awareness week

- Anti-bullying Policy should be visited annually by all Year Groups in form classes.

- teaching pupils mediation and conflict resolution strategies.

- developing all pupils'self-confidence and self-esteem on a daily basis.

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- creative writing about experiences of bullying either as a target or witness.

- discussion of novels/plays which depict bullying instances.

- drama and role play the parts of bullies and bullied pupils.

- pupils investigate school premises, identify areas where bullying may take place and identify measures which could be taken to lessen reoccurrences.

Sanctions will be in line with the Promoting Positive Behaviour Policy. Counselling will be offered to both bullied and bullying pupils. Parents should have access to the Anti-bullying policy and be aware of their responsibilities.

7. Responsibilities of the School Community:

Staff, pupils and parents[1] have a shared responsibility in any proactive strategy for countering bullying.

Responsibilities of Staff:

Staff of the School will:
- foster in our pupils self-esteem, a sense of their rights and their responsibilities to others

- demonstrate, by example, the high standards of personal and social behaviour we expect of our pupils.

- discuss bullying behaviour 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.

- 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.

- follow up any complaint by a parent 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 an expectation of change in accordance with agreed procedures.

Responsibilities of Pupils:

Pupils are expected to:
- behave in a caring and respectful manner towards each other and other members of the school community.

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- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.

- intervene to support any pupil who is being bullied, unless it is unsafe for them to do so.

- provide support for the victim by talking to them and advising them to seek help from parents or teachers or outside organisations e.g. Childline.

- offer to speak to someone who can be trusted on their behalf if the victim is unwilling to seek help.

- if the victim does not want an adult to be informed, it is the responsibility of the pupil's friend to inform an adult they trust and anonymity will be guaranteed.

- make it clear to the bully that you do not agree with their actions and if possible try to find out why they are bullying and try to persuade them to change their behaviour.

- report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

- request anonymity or put a written report in the Buddy Box.

Responsibilities of Parents:

Parents are requested to support their children and the School by:

- watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.

- advising their children to report any bullying to a Class Tutor, Head of Year or another member of staff and explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and for 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 school of any suspected bullying, even if their children are not involved; anonymity will be protected.

- 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

Role of School Prefects:

The School Prefects work along with the Pastoral Team to ensure there is a safe environment for all pupils.

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8. <u>What does the school do when bullying type behaviour occurs?</u>
If bullying behavior is witnessed or suspected the Head of Year of the student who is the target must be notified immediately.

The main aim of any intervention is to:
RESPOND to the bullying behaviour taking place
RESOLVE the concern
RESTORE the well-being of <u>all</u> those involved

The procedure for dealing with the incident is:
<u>**i.**</u> **Gather** and clarify the facts

<u>**ii.**</u> **Check**
a. That the behaviour constitutes bullying behaviour
b. If there are records of any previous incidents

<u>**iii.**</u>**Determine** the level of severity of the bullying. This will involve taking account of:
a. The nature of the bullying behaviour
b. The frequency of the bullying behaviour
c. The duration of the bullying behaviour
d. The perceptions of the student being bullied (consider the distress suffered by the target)

<u>**iv.**</u>**Act** on the basis of this initial assessment
a. Choose an appropriate intervention
b. Ensure effective communication amongst all parties
c. Consider possible need for: Parental Involvement, SENCO involvement, Risk assessment, External agency involvement (eg. CPSSS)

<u>**v.**</u> **Monitor** and evaluate the on-going effectiveness of your chosen intervention/strategy

<u>**vi.**</u>**Record** action taken (and a note should be made on SIMS)

<u>**vii.**</u> **Review** outcomes to determine whether further action is required and progress accordingly

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9. Sanctions and Procedures:

Responses

*initial response strategies/basic actions

LEVEL 1- HEAD OF YEAR

- Alleged bullying
- Relationships issues which have been assessed as bullying
- Pupil's reaction to the bullying behaviour represents a low or high level of concern

LEVEL 2 – HEAD OF PASTORAL CARE (Designated Teacher for Child Protection)

- Severe Bullying Behaviours –resistant to change
- Pupil's reaction to the bullying behaviour is severe

LEVEL 3 – HEAD OF PASTORAL CARE AND PRINCIPAL

- Severe Bullying Behaviours - leading to suspension/expulsion
- There are significant mental health and/or Child Protection "safeguarding concerns"for the pupil involved

Procedures for Dealing with Alleged Bullying Incidents:

- Minor cases are dealt with by the Head of Year

- More serious incidents are referred to Head of Pastoral Care (Designated Teacher Child Protection) and the Principal.

- Any reported or suspected instances of bullying will be thoroughly investigated. Steps will be taken to identify those responsible, deploy appropriate consequences and give the pupils involved help to change their behaviour. Appropriate interventions will be applied with reference to the School's Promoting Positive Behaviour Policy and NIABF Interventions Framework and Guidance Document, Effective Responses to Bullying Behaviour.

- The parents of those pupils involved in alleged bullying incidents will be contacted on the day where possible.

- All incidents will be recorded and closely monitored

- The school will endeavour to work closely with all parties involved to ensure everyone feels safe to learn at Carrickfergus Grammar School.

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10.   Staff Development:

Staff will receive training on the clarification of procedures for reporting and dealing with alleged bullying incidents and their roles within such cases at annual INSET.

13.   Review and Evaluation:

This policy will be reviewed annually by the Board of Governors and will be kept under review by senior members of staff who will keep Governors informed of any difficulties that may arise

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