



Portadown College

Anti-bullying Policy

ANTI – BULLYING POLICY

RATIONALE

Portadown College is completely opposed to bullying. It is entirely contrary to the values and principles by which we live and work. 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

Our aim is to promote a positive, caring atmosphere in which individual self-discipline can develop, and to create a community with shared values and a sense of collective responsibility. This in turn arises from positive interpersonal relations between all members of the College community.

OBJECTIVES

- Students have a right to be taught in an environment that is free from intimidation and fear
- The needs of the student being targeted are paramount
- The needs of the perpetrator will also be considered and addressed
- Portadown College will not tolerate bullying behaviour
- Bullied students will be listened to
- Reported incidents will be taken seriously and thoroughly investigated

DEFINITION

Bullying is defined as:

The repeated use of a verbal, written or electronic communication or a physical act (or a combination of those), by a student or a group of students, against another student or group of students, with the intention of causing physical or emotional harm to that student or group of students.

(Source: Addressing Bullying in Schools Bill 2015, NI Assembly)

Bullying is often the wilful, conscious desire to hurt, threaten or frighten someone else. It can take several forms –

- Physical violence such as hitting, pushing or spitting at another student
- Interfering with another student's property, by stealing, hiding or damaging it.
- Belittling another student's abilities and achievements
- Intimidation or threats, which may include demanding money or possessions
- Psychological/verbal – name-calling, sarcasm, teasing, writing hurtful notes, sending hurtful text messages, emails, use of web-sites etc.
- Emotional – excluding or manipulating someone, taunting (including for example: racial, religious, sexual orientation and appearance), threatening or rude gestures
- Cyberbullying takes place using electronic technology. Electronic technology 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

RESPONSIBILITIES OF ALL STAKEHOLDERS

1. STAFF

Our staff will:

- 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
- Address bullying through the Induction events and Personal Development (PD) programme

Preventative Measures

Students are encouraged to speak to a member of staff if they perceive that they are being bullied. At the start of each year students are given clear guidance on the standards of behaviour expected and staff take students through the Code of Conduct in their PD induction and this policy is discussed. Use of the CEOP website (Child Exploitation and On line Protection) is one element of E-safety (cyber bullying) covered in PD lessons. Key points from this policy on how to respond to bullying are included in the students homework diary

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 students affected. Consequently, we regard bullying as totally unacceptable and aim to promote an environment where it will not occur. The College's Code of Conduct and behaviour policy are based on ideas of consideration for others and the belief that 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 diagram on page 4 outlines the stages in the application of this policy.

The main aim of any intervention is to:

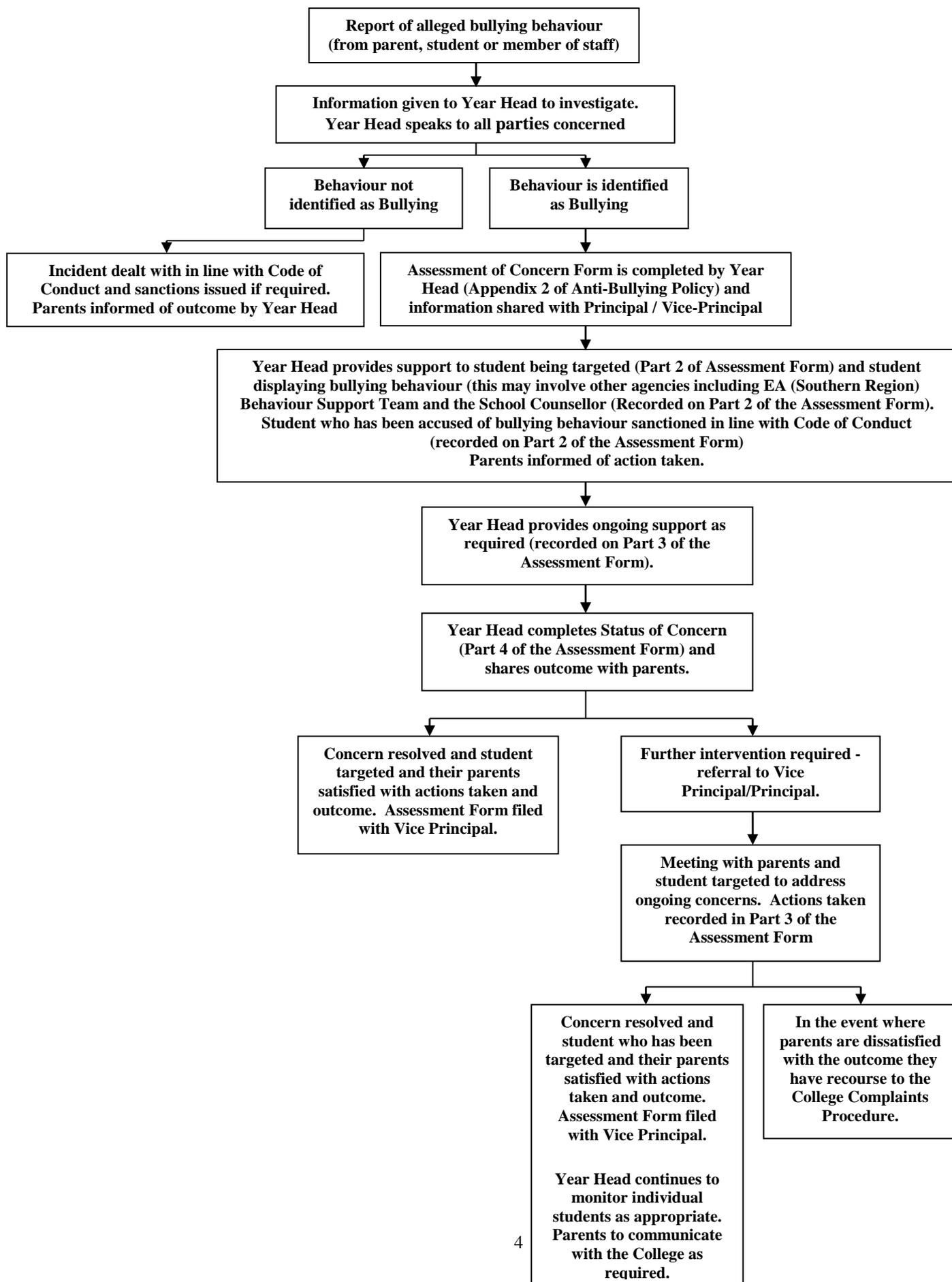
- Respond to the bullying that is taking place
- Resolve the concern and;
- Restore the wellbeing of all those involved

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

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.



Action

Incidents of bullying which are brought to the attention of the staff will, in the first instance, be reported to the Year Head and will be carefully and thoroughly investigated.

- A bullying Concern Assessment Form (Appendix 2) will be completed
- Steps will be taken to support and respond to the needs of both bullied and bullying students based on the four levels of intervention (Appendix 3)
- Records will be kept of incidents and passed to the Vice Principal in charge of Behaviour Management for filing.

Action taken will include where appropriate:

- Contacting parents/carers of all students concerned in the bullying incident
- Feedback to those concerned when the incident has been thoroughly investigated
- Sanctions in line with those outlined in the College Code of Conduct which may include detention(s), or suspension will be applied where the SLT is satisfied that there is sufficient evidence regardless of whether the student displaying bullying behaviour or their parents/carers accept culpability. In more persistent/extreme cases, the Board of Governors may recommend expulsion of this student from the College to the Education Authority.

Training and Professional development

All teaching staff will be made aware of the policy document and kept up to date through INSET.

2. STUDENTS

We expect our students 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 student who is being bullied
- Report to a member of staff or a prefect any witnessed or suspected instances of bullying involving themselves or others
- Co-operate fully with staff investigating suspected bullying

If bullying occurs – Students must be willing to:

- Say they are being bullied – tell a teacher or any other member of the College staff
- Ignore the bully if possible and do not reveal that they are upset, as this will encourage more bullying
- Stay with friends in a “safe” environment
- Refrain from using on line environments where cyber bullying occurs

Students 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

3. PARENTS

Parents can help to combat bullying by:

- Taking an active interest in their child's College and social life
- Encouraging the child to talk about his/her feelings
- Informing the College when bullying is suspected and keeping a written record if it persists
- Advising their child to report the bullying to a member of the College staff
- Praising their child, making it clear that there is nothing wrong with him/her which justifies bullying
- Encouraging the child to develop a sense of humour and a way of "throwing back" any taunts
- Monitoring their children's use of the internet and mobile phones
- Being aware of on-line support to help in the case of cyberbullying e.g. - <https://www.ceop.police.uk/safety-centre/11-16/> (See Appendix 1 for useful contacts)
- Discouraging the child from hitting back
- Notifying the police where bullying occurs outside College
- Allowing time for the situation to change

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

MONITORING, EVALUATION AND REVIEW

This policy will be reviewed every 2 years through consultation with students, parents and staff. Monitoring will be conducted by SLT (Senior Leadership Team) and Year Heads on an ongoing basis. This Policy has been based on guidance from the N.I. Anti-Bullying Forum.

Policy approved by Board of Governors 2010

Revised version approved by Board of Governors – 16 June 2016.

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.

APPENDIX 1

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. 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

APPENDIX 2

PORTADOWN COLLEGE BULLYING CONCERN ASSESSMENT FORM

PART 1 – ASSESSMENT OF CONCERN

Date _____

Bullying is defined as:

The repeated use of a verbal, written or electronic communication or a physical act (or a combination of those), by a student or a group of students, against another student or group of students, with the intention of causing physical or emotional harm to that student or group of students.

(Source: Addressing Bullying in Schools Bill 2015, NI Assembly)

	Name(s)	YearGroup (if Student)
Person(s) reporting concern		
Name of targeted student(s)		
Name of Student(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 student, witnesses (i.e. other students, staff) including date(s) of events, if known, SIMS record.

PART 2 – DETAILS OF INTERVENTIONS TO BE IMPLEMENTED IN RESPONSE

2.1 STUDENT(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 STUDENT(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). 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 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: ____/____/____

APPENDIX 3

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 student 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 student(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 student
- Talk with the student being bullied to explore whether he/she has in any way provoked the bullying behaviour
- Help the bullied student 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 shift from individual support to group interventions. To be effective small group work needs:

- The consent and involvement of the student being bullied
- To be planned and timetabled, session length dependent on age and ability
- Parental / carer consent and agreement from participating students
- 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 students
- A solution focused approach to the situation
- To provide opportunities for students to take responsibility. Regular meetings of the group.
- Regular meetings with the bullied student 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 SENCO, Pastoral Vice Principal and other members of the SLT, in collaboration with student(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 SELB 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 students 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 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 students 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 students 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.