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Humaniter

## **Portadown College Anti-Bullying Policy (DRAFT UPDATE)**

### **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**

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

### **LEGISLATIVE CONTEXT:**

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Health and Safety at Work Order (Northern Ireland) 1978

### **POLICY AND GUIDANCE CONTEXT:**

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
- Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)

- Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)
- Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

## **THE INTERNATIONAL CONTEXT**

- United Nations Convention on the Rights of the Child (UNCRC)

## **LINKS TO OTHER POLICIES**

- Behaviour Policy
- Code of Conduct
- Pastoral Care Policy
- Child Protection Policy
- Special Educational Needs Policy
- Relationships and Sexuality Education
- Online Safety Policy
- Staff Code of Conduct
  
- Educational Visits procedures

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

- (1) In this Act, Bullying includes (but is not limited to) the repeated use of:
- (a) any verbal, written or electronic communication,
  - (b) any other act, or
  - (c) any combination of those,

by a pupil or 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.

- (2) For the purposes of subsection (1), ‘act’ includes omission.

One off incidents will normally be addressed through the College Behaviour Policy and Code of Conduct. However, the College may use discretion to treat one off incidents as bullying e.g. an online incident. Classifying a one-off incident as bullying will be evidence based and made only after a fair and balanced consideration of the facts.

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 College community
- previous relationships between those involved
- any previous incidents involving the individuals

Any incidents which are not considered bullying behaviour will be addressed under the College Code of Conduct.

Harm can be defined as:

**Emotional or psychological harm** – distress or anxiety intentionally caused by scaring, humiliating or affecting a student's self-esteem.

**Physical harm** – intentionally hurting a student causing injuries such as bruises, broken bones, burns or cuts.

Intentional indicates that the behaviour was a deliberate attempt to harm another young person as detailed above.

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
- Omission (exclusion) e.g. refusing to include someone in group work

This list is not exhaustive and other behaviours which meet the definition may be considered as bullying behaviour.

## **RESPONSIBILITIES OF ALL STAKEHOLDERS**

### GOVERNORS

#### **The Board of Governors will:**

- Consult with the Principal, Parents/Carers and students on preventative measures to be implemented
- Review the Anti-Bullying Policy at intervals of no more than four years
- Ensure a record is kept of all incidents of bullying or alleged bullying and the underlying motivations and actions taken in each case.

### 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 targeted by a student displaying bullying behaviour. 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.

Key points from this policy on how to respond to bullying are included in the students' homework diary

Other preventative measures include:

- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PD classes (e.g. sectarian, racist, homophobic, transphobic, disablist, etc.)
- Actively promote positive emotional health and wellbeing through the preventative curriculum
- Participation in the Northern Ireland Anti-Bullying Forum (NIABF) annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g. Safer Internet Day
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, House competitions etc.
- Appropriate deployment of staff to support the transition from school day to journey home e.g. staff duty at school gate
- Engagement with transport providers (e.g. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns

#### **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 disproportionate 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 Bullying Concern Assessment Form will be completed by the student's Year Head and accessible only to members of the Year Head Team and members of the Senior Leadership Team.

The main aim of any intervention is to:

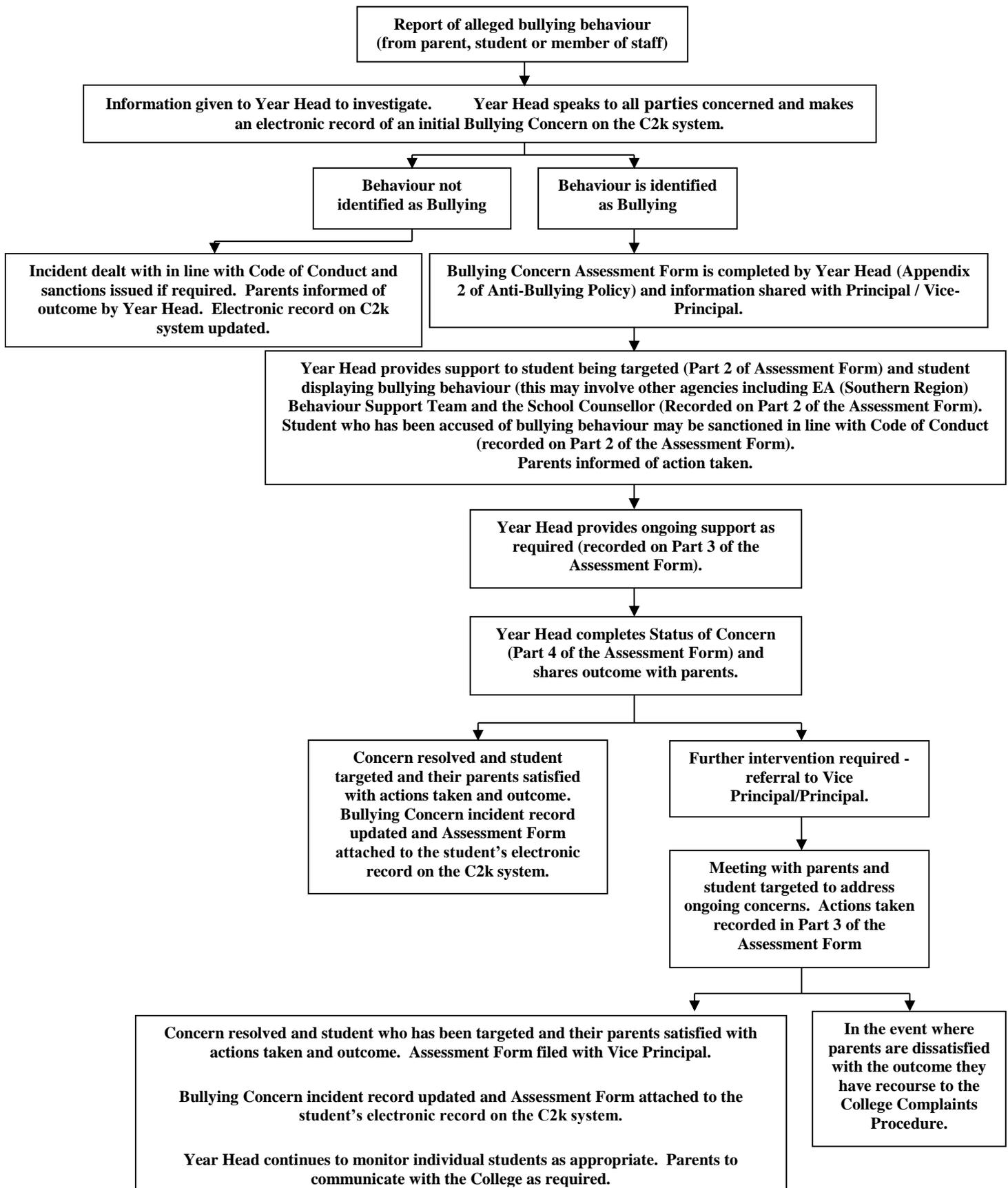
- Respond to the bullying that is taking place
- Resolve the concern and
- Restore the wellbeing of all those involved

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 targeted
- The intention of the young person allegedly demonstrating bullying behaviour to cause harm. The College will use discretion in assessing an individual student's capacity to understand the impact of their behaviours e.g. due to disability

## 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.



The Anti-Bullying Policy will be applied with a view to preventing bullying involving a registered student at the College:

- (i) On the premises of the College during the school day
- (ii) While travelling to or from the College during the school term
- (iii) While the student is in the lawful control or charge of members of the staff of the College e.g. College trips, sporting fixtures or College events

### **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 by the Year Head.
- A record of an initial Bullying Concern will be made on the C2k system by the Year Head.
- Steps will be taken to support and respond to the needs of both ~~bullied and bullying students~~ the student(s) experiencing bullying behaviour and the student(s) displaying bullying behaviour based on the four levels of intervention (Appendix 3)
- On completion of the Review, the Year Head will update the status of the Bullying Concern on the C2k system and attach the Bullying Concern Assessment Form to the record of the student experiencing bullying behaviour.

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.

### **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 young person displaying bullying behaviour
- Tell an adult – reporting bullying is not “tale-telling”
- Make the young person displaying bullying behaviour aware that his/her actions are not acceptable

## **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 their son/daughter’s Year Head 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
- Affirming 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 retaliation
- 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.

## **RECORD KEEPING**

In accordance with the Addressing Bullying in Schools Act (2016), the College will record incidents of bullying and alleged bullying behaviours including the motivation, method, how each incident was addressed and the outcomes. This information will be recorded on the Bullying Concern Assessment Form (BCAF) and stored on the C2K School Information Management System.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

## **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 the document 'Supporting the Successful Implementation of the Addressing Bullying in Schools Act (N.I.) 2016' published by Education Authority and N.I. Anti-Bullying Forum.

Policy approved by Board of Governors 2010  
Revised version approved by Board of Governors – 16 June 2016.  
Revised version approved by Board of Governors – XXXXXXXXXX 2019

## **APPENDIX 1 - USEFUL CONTACTS**

**N.I. Anti-Bullying Forum** ([www.endbullying.org.uk](http://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](http://www.childline.org.uk)) provides confidential advice for young people

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

**Thinkuknow** ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)) provides practical information and advice about many aspects of the internet

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

**Chat Danger** ([www.chatdanger.com/](http://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](http://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/](http://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/](http://www.iwf.org.uk/))

**The Urzone website**, ([www.urzone.com/](http://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**  
**BULLYING CONCERN ASSESSMENT FORM (C2k VERSION)**

**Incident Date:**

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

**PART 1**

<p>ASSESSMENT OF CONCERN <span style="float: right; border: 1px solid black; display: inline-block; width: 150px; height: 20px;"></span></p> <p>Date: _____</p> <p>Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:</p> <p><i>“bullying” includes (but is not limited to) the repeated use of —</i></p> <p style="margin-left: 40px;">(a) <i>any verbal, written or electronic communication</i></p> <p style="margin-left: 40px;">(b) <i>any other act, or</i></p> <p style="margin-left: 40px;">(c) <i>any combination of those,</i></p> <p><i>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.</i></p>			
	<b>Name(s)</b>	<b>Gender</b> M / F	<b>DOB/Year Group</b>
Person(s) reporting concern			
<p><b>Check records for previously recorded incidents</b></p> <p> </p>			

**Outline of incident(s):** Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff). Include dates of event(s), the type of information gathered and where the information is stored (i.e. on paper or in SIMS).

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:

**The school will treat any incident which meets these criteria as bullying behaviours.**

<b>Is the behaviour intentional?</b>	<b>YES / NO</b>
<b>Is the behaviour targeted at a specific pupil or group of pupils?</b>	<b>YES / NO</b>
<b>Is the behaviour repeated?</b>	<b>YES / NO</b>
<b>Is the behaviour causing physical or emotional harm?</b>	<b>YES / NO</b>
<b>Does the behaviour involve omission? (*may not always be present)</b>	<b>YES / NO</b>

<b>YES the above criteria have been met and bullying behaviour has occurred.</b>	<b>NO the above criteria have not been met and bullying behaviour has not occurred.</b>
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate.
Agreed by:	
Status:	
On:	

## PART 2

### 2.1 Who was targeted by this behaviour?

Select one or more of the following:

- Individual to individual 1:1
- Individual to group
- Group to individual
- Group to group

### 2.2 In what way did the bullying behaviour present?

Select one or more of the following:

- Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking)
- Any other physical contact (which may include use of weapons)
- Verbal (includes name calling, insults, jokes, threats, spreading rumours)
- Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
- Electronic (through technology such as mobile phones and internet)
- Written
- Other Acts - Please specify:

### 2.3 Motivation (underlying themes): this is not a definitive list

Select one or more of the following:

- Age
- Appearance
- Cultural
- Religion
- Political Affiliation
- Community background
- Gender Identity
- Sexual Orientation
- Family Circumstance (marital status, young carer status)
- Looked After Status (LAC)
- Peer Relationship Breakdown
- Disability (related to perceived or actual disability)
- Ability
- Pregnancy
- Race
- Not known
- Other – Please specify:

**PART 3A**

**RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:**

**Pupil Name:**

**REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR**

**Parent / carer informed:**

**Date:**

**By whom:**

**Staff involved:**

<b>Date</b>	<b>Stage on Code of Practice</b>	<b>Type of Intervention</b>	<b>Success Criteria</b>	<b>Action taken by whom and when</b>	<b>Outcomes of Intervention</b>	<b>Review</b>

**Record of participation in planning for interventions**

**Pupil:**

**Parent/carer:**

**Other Agencies:**

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

**PART 3B**

**RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:**

**Pupil Name:**

**REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR**

**Parent / carer informed:**

**Date:**

**By whom:**

**Staff involved:**

<b>Date</b>	<b>Stage on Code of Practice</b>	<b>Type of Intervention</b>	<b>Success Criteria</b>	<b>Action taken by whom and when</b>	<b>Outcomes of Intervention</b>	<b>Review</b>

<b>Record of participation in planning for interventions</b>
<b>Pupil:</b>
<b>Parent/carers:</b>
<b>Other Agencies:</b>

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

**PART 4**

**REVIEW OF BULLYING  
CONCERN AND ACTIONS TO  
DATE**

Date of Review Meeting:

**Part 4A Following the Review Meeting, to what extent have the success criteria been met?**

- 1 – Fully
- 2 – Partially
- 3 – Further intervention/support required

Give details:

**Part 4B If the success criteria have not been met, continue to:**

- Re-assess Level of Interventions and implement other strategies from an appropriate level
- Track, monitor and review the outcomes of further intervention
- Follow Anti-bullying policy
- Keep under review the Stage of Code of Practice each pupil is on
- Follow Safeguarding Policy
- Seek multi-agency input (EA, Health and Social Services etc.)
- Engage with Board of Governors

**Agreed by:**

<b>School</b>	Signed: Date:
<b>Parent</b>	Signed: Date:
<b>Pupil</b>	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 experiencing bullying behaviour
- 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 experiencing bullying behaviour 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 Education Authority 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.