



# ST PAUL'S HIGH SCHOOL, BESSBROOK

## Anti Bullying Policy

Revised May 2015 To be revised April 2019

---

### Mission Statement

St Paul's High School is a Catholic community, committed to providing high quality education in an atmosphere of mutual respect where each individual is valued as an important member of our school family. We value the personal, moral, social and spiritual development of each student, encouraging respect for self and others including the core values of truth, kindness, integrity and compassion.

We support the mission statement of the NI Anti Bullying Forum (NIABF) in '*working towards a society where children and young people can live free from bullying*'.

### Rationale

The [Education and Libraries \(Northern Ireland\) Order 2003](#), requires all grant-aided schools to include within their discipline policy, an anti-bullying policy which includes measures to prevent all forms of bullying among pupils. As advised in this Order, we have developed this policy in consultation with pupils and parents. We have also sought advice from the NIABF.

We recognise the importance of providing an educational environment that is safe, secure and conducive for maximising the full potential of the young people who attend St Paul's. We are completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a safe, secure and caring environment.

As a school, we agree with the NIABF definition of bullying as '*the repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights and needs of another or others*'.

It is an act of aggression, causing embarrassment, pain, or discomfort to someone. It is an abuse of power that can be planned or random. It may be perpetrated by an individual or by groups of pupils and usually has three elements:

- It is repeated behaviour that happens over a period of time
- It involves an imbalance of power
- It is intentionally hurtful behaviour

DE's Circular 1999/10 publication '**Pastoral Care in Schools: Child Protection**' defines bullying as '**deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him or herself**'.

DE's Circular 1999/10 publication '**Pastoral Care in Schools**' also states that '**when a pupil is bullied at school, parents will normally seek support and expect that the school will take firm and effective action to eliminate the problem. While parents' expectations may not always be realistic, they should have their concerns dealt with in a respective manner**'.

### **Aims**

- To promote an anti bullying culture among all members of our school community
- To create a safe and secure learning community where pupils can learn without feelings of anxiety and therefore be more likely to fulfill their true potential
- To make it clear to pupils, staff, parents/guardians that bullying is an unacceptable form of behaviour
- To recognise and respect the rights of each member of our school community, ensuring the development of mutual respect, sensitivity, open mindedness and generosity towards others
- To emphasise the Christian value of 'love your neighbour'

### **Forms of Bullying**

Bullying behaviour manifests itself in a variety of forms, some of which may be inter-related, and some more obvious than others.

Physical bullying	Hitting, kicking, punching
Verbal bullying	Verbal threats, taunting, name calling, rumour, malicious gossip
Emotional bullying	Being deliberately unfriendly, exclusion from peer group
Extortion bullying	Demanding money, personal property, homework
Cyber bullying	This takes places using electronic technology (phones, computers, tablets). It involves nasty texts, nasty chat room conversations, images, embarrassing pictures, embarrassing videos, nasty posts, fake profiles
Disability bullying	Behaviour or language related to actual or perceived physical and/or learning disability
Sectarian bullying	Behaviour or language related to actual or perceived religious belief and/or political opinion
Homophobic bullying	Behaviour or language which makes a young person feel excluded or marginalised due to perceptions about their sexuality
Transphobic bullying	Behaviour or language on the basis of gender variance and a view that the person is not conforming to 'normal' gender roles
Racial bullying	Behaviour or language related to skin colour, culture, religion

### **Possible signs of Bullying**

Children who are being bullied may exhibit changes in behaviour:

- Becoming anxious or nervous
- Loss of appetite
- Complaining of an illness
- Reluctance to attend school
- Truancy
- Decline in attainment levels
- Demonstrating anti-social behaviour in the form of withdrawal or attention seeking

### **Preventative strategies used to promote an Anti Bullying culture**

We promote positive behaviour in school and endeavour to create an environment where pupils behave well; where they take responsibility for their own and others' social and emotional well-being; and where they include and support each other. Specific strategies used to ensure bullying is effectively addressed include:

- Publication of Anti Bullying Policy on school website
- Dissemination of policy to parents at Year 8 Induction Evening
- Dissemination of policy to all parents via email
- Dissemination of policy to all staff
- Assemblies throughout the year
- Peer mentoring training from NIABF
- Parental awareness workshop from NIABF
- Recruitment and appointment of a student Anti Bullying Ambassador
- Participation in NI Anti Bullying Week, during November
- Anti Bullying extended assemblies by Student Leadership Team, during November
- Anti Bullying competition (internal and external) co-ordinated by Anti Bullying Ambassador, during November
- Anti Bullying notice board
- Personal development/LLW classes
- Discussion of issues with Student Council
- Availability of school counsellor
- Staff training provided by Pupil Personal Development Service
- Circle time programmes

### **Role & Responsibilities of the pupil**

- To follow the Promoting Positive Behaviour and other related policies
- To refrain from becoming involved in any type of bullying behaviour
- To intervene, where it is safe, to protect the pupil who is being bullied
- To report to a member of staff any bullying experienced
- To report to a member of staff any witnessed or suspected instances of bullying on another person

### **Role & Responsibilities of the parent/guardian**

- To watch for signs of distress or unusual behaviour in their children, which might be evidence of bullying
- To be sympathetic and supportive to their child
- To advise their child not to retaliate violently to any forms of bullying
- To report the bullying to the school (Form Teacher, Year Head, SENCo, Head of Pastoral Care, Head of Safeguarding). Remember, bullying behaviour can only be resolved if it is made known to the school.
- To encourage their child to report the bullying of themselves or others
- To keep a written record of any reported instances of bullying

### **Role & Responsibilities of the school**

- To be alert for any signs of distress or unusual behaviour in pupils, which may indicate bullying
- To discuss bullying during form teacher time, so that all pupils learn about the damage it causes to the child being bullied, and to the bully
- To make pupils aware of the need to report bullying
- To listen to the child who reports bullying behaviour towards themselves or others
- To report suspected or reported cases of bullying to Form Teacher/Year Head/SENCo/Head of Safeguarding/Head of Pastoral Care
- To deal with instances of bullying promptly and effectively
- To inform parents of all parties concerned about the bullying and actions taken
- To keep a record of all bullying incidents

### **Interventions to deal with bullying behaviours**

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 (NIABF).

There are four levels of response in relation to bullying behaviour. The key role for staff at all of the following levels of intervention is to provide support and advice for the pupil who has been a target, but also for the pupil who has presented with bullying behaviour. It is essential that parents/guardians of both parties receive support.

**Level 1 Intervention/Low level bullying behaviour****Form Teacher**

- Where there is less severe bullying behaviours
- Where the student's reaction to the bullying behaviour represents a low level of concern

Support given	Procedures
Pupil who has been bullied	<ol style="list-style-type: none"><li>1. Reassure the pupil it isn't their fault and encourage them to talk about the problem</li><li>2. Complete Bullying Concern Assessment form</li><li>3. Pass on information to Year Head for an assessment of intervention level required</li><li>4. Inform parents</li><li>5. Monitor pupil for a period of four weeks to assess if matter has been resolved</li><li>6. Pass on to Year Head if it is believed bullying behaviour has escalated</li></ol>
Pupil displaying the bullying behaviour	<ol style="list-style-type: none"><li>1. Speak to them about their behaviour and the consequences</li><li>2. Inform parents</li><li>3. Monitor interactions</li><li>4. Pass on to Year Head if there is no improvement</li></ol>
Additional support	<ol style="list-style-type: none"><li>1. Inform all subject teachers via email that there is a need for vigilance. A suggested script is 'there is a relationship issue between X and Y. Please monitor carefully and let me know immediately of any concerns you may have.'</li><li>2. Involve the target of the bullying behaviour in peer support</li><li>3. Keep a record of all developments</li></ol>

**Level 2 Intervention/Intermediate level bullying behaviour****Year Head**

- Where there is continued less severe bullying incidents
- Where a pupil's reaction to bullying behaviour presents as a concern to the Form Teacher, requiring a higher level of support

Support given	Procedures
Pupil who has been bullied	<ol style="list-style-type: none"><li>1. Complete the Bullying Concern Assessment form</li><li>2. Conduct follow up meetings as required, for an agreed period of time</li><li>3. Organise pastoral support where appropriate, such as counselling, peer mentoring</li><li>4. Organise a conclusion meeting</li></ol>
Pupil displaying the bullying behaviour	<ol style="list-style-type: none"><li>1. Complete Bullying Concern assessment form</li><li>2. Complete 'Think Time' discussion sheet to reflect on behaviour</li><li>3. Administer appropriate sanction</li><li>4. Conduct a follow up meeting</li></ol>
Parents/guardians	<ol style="list-style-type: none"><li>1. Invite both sets of parents to meet with Year Head individually to discuss concerns and support strategies</li><li>2. Invite parents to comment on/sign relevant documents</li><li>3. Make verbal contact at conclusion of incidents</li></ol>
Additional support	<ol style="list-style-type: none"><li>1. Inform all teachers via email of need for vigilance. A suggested script is 'there is a relationship issue between X and Y. Please monitor carefully and let me know immediately of any concerns you may have.'</li><li>2. Maintain records, recording on SIMS Behaviour Management module</li></ol>

**Level 3 Intervention/Complex bullying behaviour****SENCo/Head of Pastoral Care**

- Where there are severe bullying behaviours
- Where there is a resistance to change and a need to devise strategies to support behavioural change
- Where there is a severe reaction to the bullying behaviour

Support given	Procedures
Pupil who has been bullied	<ol style="list-style-type: none"> <li>1. Complete Bullying Concern Assessment form</li> <li>2. Conduct follow up meetings as required, for an agreed period of time</li> <li>3. Organise pastoral support where appropriate, such as counselling, peer mentoring</li> <li>4. Organise a conclusion meeting</li> </ol>
Pupil displaying the bullying behaviour	<ol style="list-style-type: none"> <li>1. Complete Bullying Concern Assessment form</li> <li>2. Complete 'Think Time' discussion sheet to reflect on behaviour</li> <li>3. Administer appropriate sanction</li> <li>4. Conduct a follow up meeting</li> </ol>
Parents/guardians	<ol style="list-style-type: none"> <li>1. Invite both sets of parents/guardians to meet with Year Head/Head of Pastoral Care/SENCo (as appropriate) individually, to discuss concerns and support strategies</li> <li>2. Invite parents to comment on/sign relevant documents</li> <li>3. Make contact at conclusion of incidents</li> </ol>
Additional support	<ol style="list-style-type: none"> <li>1. Inform all teachers via email of need for vigilance. A suggested script is 'there is a relationship issue between X and Y. Please monitor carefully and let me know immediately of any concerns you may have.'</li> <li>2. Maintain records, recording on SIMS Behaviour Management module</li> <li>3. Refer to counselling</li> <li>4. Refer to Behaviour Support Team</li> <li>5. Place on Code of Practice</li> </ol>

**Level 4 Intervention/High risk bullying behaviour****Head of Safeguarding/VP/Principal**

- Where there are severe bullying behaviours that may lead to suspension/expulsion
- Where there are significant mental health and/or safeguarding concerns for the pupil
- DE's 1999/10 guidance '*Pastoral Care in School: Child Protection*' states:

***"Where a pupil's bullying behaviour is persistent and defies attempts by the school to address it satisfactorily by behaviour management strategies or disciplinary methods within a reasonable time, the child protection procedures should be instigated. The victim's needs should always be paramount."***

Support given	Procedures
Pupil who has been bullied	<ol style="list-style-type: none"><li>1. Complete Bullying Concern Assessment form</li><li>2. Conduct follow up meetings as required, for an agreed period of time</li><li>3. Organise pastoral support where appropriate, such as counselling, peer mentoring</li><li>4. Organise a conclusion meeting</li><li>5. Refer to school counsellor or CAMHS</li></ol>
Pupil displaying the bullying behaviour	<ol style="list-style-type: none"><li>1. Complete Bullying Concern Assessment form</li><li>2. Complete 'Think Time' discussion sheet</li><li>3. Administer appropriate suspension</li><li>4. Devise a risk assessment</li><li>5. Devise a Behaviour Plan and place on Orange or Red Target Plan</li></ol>
Parents/guardians	<ol style="list-style-type: none"><li>1. Invite both sets of parents/guardians to meet with Year Head/Head of Pastoral Care/SENCo (as appropriate) individually, to discuss concerns and support strategies</li><li>2. Invite parents to comment on/sign relevant documents</li><li>3. Make contact at conclusion of incidents</li></ol>
Additional support	<ol style="list-style-type: none"><li>1. Inform all teachers via email of need for vigilance. A suggested script is 'there is a relationship issue between X and Y. Please monitor carefully and let me know immediately of any concerns you may have.'</li><li>2. Maintain records, recording on SIMS Behaviour Management module</li><li>3. Refer to counselling</li><li>4. Refer to Behaviour Support Team</li><li>5. Place on Code of Practice</li><li>6. UNOCINI assessment form</li><li>7. Refer to other agencies if required, PSNI, Gateway teams</li></ol>



### **Use of External/Support Agencies**

We acknowledge the importance of a range of external support agencies in supporting an anti-bullying culture within the school, but also the importance of ensuring that such agencies adhere to the values and ethos of our school.

Current external / support agencies include:

- NI Anti Bullying Forum
- Sail NI
- Child Protection Support Services for Schools (CPSSS)
- Social Services
- School Counsellors
- Child & Adolescent Mental Health Services (CAMHS)
- PSNI
- Kinnego
- Educated Other Than At School (EOTAS)
- Behaviour Support Team (BST)

### **Related School Policies**

This policy is set within the broader school context of Pastoral Care and, as such, should be implemented in conjunction with the following school policies:

- ✚ Pastoral Care Policy
- ✚ Safeguarding Policy
- ✚ Promoting Positive Behaviour Policy
- ✚ Inclusion Policy
- ✚ SEN Policy
- ✚ Empowering and Effective Use Policy

### **Training Needs**

- ✚ Staff have attended SIMS training and behaviour management training to support the Positive Behaviour Policy.
- ✚ Staff have received Positive Behaviour Management training from the Behaviour Support Team.
- ✚ Identified staff have been trained in Circle Time
- ✚ Year Heads have attended inservice training courses

### **Dissemination of the Policy**

Pastoral policies are shared annually with Year 8 parents at our Parental Induction Evening and are available on the school's website. A policies overview is emailed to all parents at the start of each academic year.

Staff are reminded about their roles and responsibilities in relation to promoting positive behaviour and responding to bullying behaviour.

Pupils are reminded about their roles and responsibilities in relation to promoting positive behaviour and not engaging in bullying behaviours via the curriculum and pastoral assemblies.

### **Monitoring and evaluation**

The effectiveness of the policy will be measured by:

- A reduction in the number of bullying behaviours at various levels
- A reduction in the number of pupils referred to external agencies
- A reduction in suspensions

### **Review**

This policy has been written in partnership with the NI Anti Bullying Forum. It will be reviewed regularly in response to on-going advice and training. It will form part of the school's overall Pastoral Care Policy.

**Appendix 1**

**Bullying Concern Assessment Form**

**Appendix 2**

**Think Time Discussion Sheet**

### **Appendix 3**

#### **Behaviour Reflection Form**

Name of pupil

Class

Date

WHO is responsible for your behaviour?

WHAT has caused you to behave in this way towards others?

WHEN did the behaviours occur?

WHERE did the behaviours occur?

WHY do you think you behave in this way?

Approved by SLT: ..... (Date)

Ratified by BOG: ..... (Date)

Signed: ..... (Chair of Board of Governors)

To be reviewed: ..... (Date