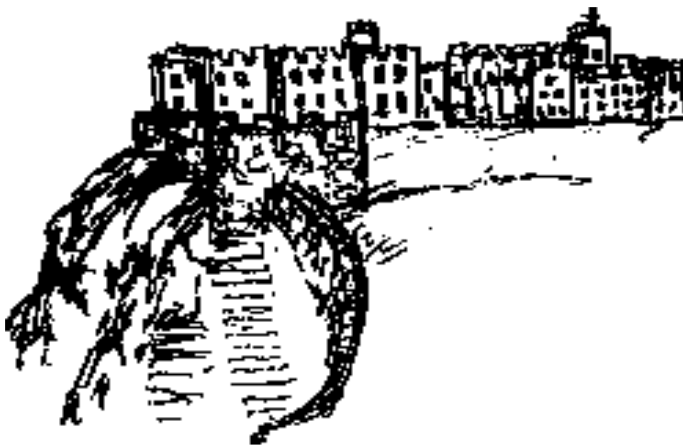


*Dominican College*



*Portstewart*

*Anti-bullying  
Policy and  
Procedures*



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*Please note, throughout this policy, the term 'parent' is used to refer to the parent or guardian of the student.*

## **Section 1: General Information**

### **1.1 Introduction**

Dominican College, Portstewart is fully committed to creating an ethos which is caring, where pupils feel safe and secure to develop their human potential. This policy is one of a number of inter-related policies concerned with student welfare, including the Child Protection Policy, the Drugs and Substance Misuse Policy and the Promoting Positive Behaviour Policy. The policy draws upon advice published by relevant bodies and sources.

This policy should be read in conjunction with other relevant policies such as:

Dominican College Pastoral Care Policy  
Safeguarding and Child Protection Policy  
SEN / SENDO  
NI Code of Practice  
Dominican College Code of Conduct  
Staff Code of Conduct  
Promoting Positive Behaviour Policy  
Drugs and Substance Misuse Policy  
Relationships and Sexuality Policy

### **1.2 Rationale**

The School recognises that learning takes place most effectively when students feel valued by their teachers, their peers and their family. Much emphasis is placed on the personal responsibility of each member of the school community, staff and students, for ensuring that relationships between staff and students and between the students themselves are positive and caring.

### **1.3 Aims**

**The aims of this policy are:**

- To provide a supportive, friendly and safe environment for all students so that they can learn in a secure and relaxed atmosphere and achieve their academic potential
- To prevent antisocial and bullying behaviour as far as possible.
- To deal promptly and firmly with incidents when they occur. These should support and affirm the child who has been bullied and be positive in dealing with the person who displays bullying behaviour.

### **1.4 Objectives**

- To ensure that governors, staff, students and parents understand what bullying behaviour is.
- To provide students with personal and social education about friendship, other

relationships and social interactions so that they become more aware of the importance of their own responsibilities in maintaining good working relationships and personal friendships.

- To take preventative measures against harassment by including current research about bullying in the curriculum.
- To provide students, parents and staff with a clear set of procedures to be followed by staff if bullying is reported.
- To take action immediately if bullying arises.
- To help pupils who display bullying behaviour realise the consequences of their actions and to teach them different ways of behaving
- To support children who have been bullied and to provide them with guidance on how to deal with harassment.

### **1.5 Relevant Personnel**

The School Safeguarding Team is comprised of:

- the Chairperson of the Board of Governors, Mr M Fleming;
- the Designated member of the Board of Governors for Child Protection, Mr R McCallum;
- the Principal, Ms R Ronan, who is responsible for overseeing the general welfare of students within the School
- Mrs A Heaney who is Pastoral Care Manager and Designated Teacher for Child Protection;
- the Vice-Principal, Mr G Lynch who is Deputy Designated Teacher for Child Protection;

Mr K Ramsay and Mr T Cloughley, members of the Senior Management Team, support this work.

The Heads of Year are:	Year 8	Mr K Ramsay
	Year 9	Ms R Ni Mhaolain
	Year 10	Miss Caoimhe McCoy
	Year 11	Mrs R O'Connor
	Year 12	Mrs A Heaney
	Year 13	Mr R Carey
	Year 14	Mrs G Manson

Each member of staff has pastoral responsibility towards young people in their charge.

Each form group is allocated a Form Teacher. Selected members of Year 14 are appointed to the position of Prefects.

Dominican College Portstewart operates a counselling service run by Familyworks about which parents receive information when their child joins the school. Pupils can be referred by

parents through the Form Teacher, Year Head, Key Stage Co-ordinator, DT, DDT or the Principal. Students may self-refer by filling in a form and leaving it with the office staff.

## **1.6 Policy Consultation**

This policy is revised regularly in consultation with stakeholders. The nature of the consultation process is dynamic and may be inclusive of, for example: parental consultations through the website; student consultations through Senior Prefects and PD classes; staff consultations, awareness-raising and on-going professional development; ratification by the Board of Governors.

## **1.7 Dissemination of the policy**

The Anti Bullying Policy is available to the school community through the school's website. Copies are also available from the School Office.

## **1.8 Monitoring and Evaluation**

This policy will, in practice, be reviewed annually by the Pastoral Care committee and Senior Management team. It is a responsive policy, changing as new demands are placed on the school and the relationships within it.

## **1.9 The Rights of the Child**

Article 19 of the U.N. Convention on the Rights of the Child states that 'Children have the right to be protected from all forms of violence; they must be kept safe from harm and they must be given proper care by those looking after them.'

These rights are enshrined in the Children Order (N.I.), 1995, a central focus of which is that the welfare of the child must be the paramount consideration. It is this essential principle which underpins the code of practice in Dominican College Portstewart.

Furthermore, the Convention states that a child 'who is capable of forming his or her own views [has] the right to express those views freely in all matters affecting the child, the views being given due weight in accordance with the age and maturity of the child'. Thus, students are encouraged to speak out on matters such as bullying, and given opportunities to comment when a suspected bullying incident is being addressed.

## **1.10 The Addressing Bullying in Schools Act (NI) 2016**

### **Definition of “bullying”**

**1.—(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 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.

(2) For the purposes of subsection (1), “act” includes omission.

The new provisions introduced by this Act have not yet been brought into operation.

Key staff have already received training in preparation for the new provisions.

## **Section 2: What is Bullying?**

### **2.1 Clarification**

Dominican College Portstewart draws a distinction between relationship difficulties and bullying behaviours. We do not call it bullying when teasing is done in a friendly or playful way, although it is recognised that this may be perceived by the recipient as being hurtful and restorative intervention by staff, prefects or mentors may prove helpful. We do not call it bullying when two students of about equal strength or power argue or disagree although, again, it is recognised that such behaviours may be hurtful and that staff, prefect or mentor intervention may prove beneficial in resolution of the situation. Likewise, anti-social behaviour may not necessarily be bullying behaviour, although such actions may invoke the Code of Conduct and Consequences. However, should unacceptable behaviour become recurrent, persistent, targeted with intent or involve a power imbalance, they may fall into the category of bullying behaviours. Students can experience friendship issues in the early years of secondary school. This is not necessarily bullying. These issues will come under the remit of the school's Pastoral Care Policy.

Isolated incidents of aggressive behaviour cannot be described as bullying even though they would be if they were repeated. These are considered as breaches of the Code of Conduct and will be dealt with accordingly.

### **2.2 Definition**

Bullying is the repeated and intentional use of physical, verbal, electronic, written or psychological acts or omissions, or any combination thereof, by one or more pupils against another pupil or group of pupils with the intention of causing hurt, harm, fear, distress or adversely affecting the rights or needs of that pupil or group of pupils.

*“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

### **2.3 Forms of Bullying Behaviour**

Thus, bullying behaviour usually displays the following features:

- it is repetitive and persistent;
- it is intentionally harmful;
- it involves an imbalance of power, leaving someone feeling helpless to prevent or stop it; and
- it causes distress.

Bullying can take many forms (verbal, physical, psychological) and may be direct, such as verbal abuse or physical attack, or indirect, such as spreading rumours, belittling others or exclusion. It may take place within school grounds, during off-site activities, on the journey to and from school or through virtual means, and may include actions which some adults may dismiss as trivial or unimportant.



Bullying behaviours may include:

- saying mean, hurtful things, teasing or making fun of another, or name calling;
- purposefully ignoring or excluding another;
- purposely making another feel uncomfortable through, for example, staring or inappropriate facial expressions or by making offensive gestures;
- physical attack;
- telling lies, spreading rumours, sending mean notes or inciting dislike against another;
- misuse of the internet, mobile phone or any associated technology e.g. sending hurtful emails, texts or messages, using social networking inappropriately to hurt or upset another student;
- take another's possessions, or forcing her to hand over money;
- attacking another because of age, disability, gender, race, religious belief, sexual orientation, or socio-economic background; and
- treating another in a hurtful manner.

Bystanders to bullying behaviour may be guilty by association, perhaps providing the student displaying bullying behaviour with the attention she seeks, whilst deriving personal enjoyment from the perceived status of belonging to the group. Bystanders will, therefore, be subject to the disciplinary procedures of the school.

On certain occasions, when bullying takes place outside a school, the authority of the school may be restricted. On other occasions, external bullying may have direct impact within a school or potential to impair the welfare of a student; in such situations, Dominican College Portstewart will seek to take appropriate and proportionate action. Should parents/guardians become aware of any such instance, they are advised to inform the school of the situation so that action may be taken to reduce the impact of the bullying and to offer support to the students. There may be occasions when it is necessary and appropriate for staff to consult with EA Child Protection personnel, Social Services and/or the PSNI. On other occasions, parents/guardians may be advised to contact the relevant authorities themselves.

Bullying behaviours by staff towards students, or vice versa will not be condoned.

## 2.4 Examples of Bullying Behaviour

**These include:**

### **Verbal, written or image-based**

Being insulting, abusive, offensive, hurtful; spreading rumours; using sarcasm; teasing; using peer pressure to manipulate other students;

It can be spoken or written or placed on computer/mobile text messages or images on camera phones/internet sites/chat rooms/social networking sites and any emergent technologies.

### **Emotional**

Behaviour or body language which others find intimidating, unfriendly, threatening, tormenting; excluding from friendship or working groups. Peer pressure to behave in inappropriate ways

### **Physical**

Physical violence of any form with the deliberate intention of intimidation such as pushing, kicking, punching, hitting, taking, damaging belongings

### **Racist & Sectarian**

Offensive mimicry; racist taunts or jokes; wearing of provocative badges or insignia; racist graffiti; making fun of customs, accent or dress; refusal to co-operate or work with others of a different culture

### **Homophobic**

Because of sexuality or focusing on the issue of sexuality whether perceived or actual.

### **Transphobic**

Because of issues of orientation/ gender identity

### **Disablist**

Because of physical/mental disability.

## 2.5 Cyber-bullying

Cyber-bullying has become an increasing problem in recent years.

Most technology is used very responsibly. Young people generally use the internet or mobile phone in a positive way as part of their personal, social and academic development.

Unfortunately technologies are also occasionally being used negatively. The school expects that its students will not use technology outside school as part of cyber-bullying and that both student and parents will co-operate with any reasonable investigation of that technology by the school. In line with the Code of Conduct possession or use of mobile phones is not permitted in school.

**Cyber-bullying is defined** as the use of technology deliberately to upset someone else. The following technology may be involved:-

Mobile phones, email, instant messenger, chatrooms and message boards, webcams, social networking sites, virtual worlds, video hosting sites, gaming sites and consoles, virtual learning environments.

The law has recognised that there is no longer a clear boundary between behaviour within a school and the external behaviour of its students. Unpleasant messages or images may be sent

outside school time. Naturally we would expect parents to play the main role in dealing with any out-of-school incidents. If there is clear link between behaviour at school and inappropriate behaviour when students are not on the school premises (and not under the charge of a member of school staff) we reserve the right to take such action as is reasonable with a view to regulating conduct.

## **2.6 How to prevent cyber-bullying:**

### **Guidance to students**

- Remember that anything you place on technology (examples listed above), can be made public within seconds. You have very little control over this. Nothing is guaranteed to stay private. Whatever you send to others can travel world-wide and could stay on-line for ever. University admissions officers and future employers may be able to view messages, films and photos posted years before.
- Be careful what you say on-line or in text messages. It is easy to upset someone by not reading carefully what you have written before pressing the SEND key. Be careful what images you send.
- If you receive a nasty or rude message about someone, or a photo of them, do not forward it to anyone. Doing this means that you will be taking part in the bullying behaviour. You could even be breaking the law.
- Keep your password to yourself. Do not let anyone see you key it in. Do not let anyone know it or use it. Change your password regularly. Choose hard-to-guess passwords with symbols or numbers. This makes it harder for others to hack into your account.
- Only give your mobile number or personal website address to loyal friends whom you trust completely. Remember also that some people change friends often, especially in the early teenage years.
- Choose the highest security settings on internet sites; do not rely on default settings.
- Use websites and services that let you block someone who is behaving badly or bullying you, and use the blocking facility.
- Use websites and services which allow you to report someone who is bullying.
- If you see cyber-bullying taking place, support the person who is experiencing bullying behaviour. Report the person who is carrying out the bullying behaviour. Bullying behaviour will continue if no one tells.

## **2.7 How to respond if you are experiencing cyber bullying:**

### **Advice to students**

- Do not reply to bullying messages.
- Do not retaliate by sending unpleasant messages back.
- Use the blocking and reporting facilities of the website.
- If necessary, change your contact details such as your instant messaging identity or your mobile number.
- Save the evidence. Keep copies, records and dates of offending messages, pictures and on-line conversations. Evidence will be needed by school, internet service providers and mobile phone companies. If cyberbullying breaks the law, the evidence may be needed by the police for an investigation.
- Note that internet service providers will remove text or photos only if they break

the law or the company's own terms and conditions.

### **To get help:-**

Tell a parent, teacher or adult you trust

Call a helpline like Childline on 0800 11 11

Check the provider's website to see how to report incidents

Ask your school for support and advice

If the cyber-bullying breaks the law, your parents may decide to contact the police.

We hope that the guidance given above is helpful to parents. We advise you to be alert to signs of upset or withdrawn behaviour after your child has used the internet or a mobile phone.

## **2.8 The Effects of Bullying Behaviour**

Anyone can be subjected to bullying but no-one deserves to be bullied. Some may be bullied because they are considered to be 'different', whilst others are bullied for no obvious reason. Sometimes, young people bully others because the opportunity is there.

Bullying hurts; it is distressing and frightening and young people can become isolated and feel lonely. Over a period of time, self-esteem can be affected. A young person who is experiencing bullying may begin to feel demoralised and powerless, perceiving the problem to be their fault. Schoolwork can be affected, as concentration diminishes, lessons are missed or attendance affected. The effects of bullying can continue into adult life.

Young people can be affected by witnessing bullying. They may feel afraid to intervene in case the bully targets them, but they may also feel helpless and guilty for not doing so. They may not want to tell an adult, for fear of being accused of telling tales.

## Section 3: Addressing the issue of Bullying

### 3.1 Prevention of Bullying

In Dominican College Portstewart, we strive to create and maintain a safe environment for students and staff and acknowledge the support which parents provide in meeting this aim. Parents and teachers may assist in the prevention of bullying by teaching students to have control over their words and actions.

Within the school community it is important that:

- students who are being bullied, or others who know about it, feel that they will be listened to and that any action taken will be sensitive and appropriate;
- good behaviour is valued and bullying behavior is considered unacceptable;
- a proactive approach is taken and, when possible, early intervention occurs;
- premises are monitored regularly;
- students are taught to assume responsibility for self and for others;
- good relationships are encouraged and that, through both the academic and the pastoral curriculum, students are taught about caring and empathic relationships;
- aggression control is encouraged and acts of aggression are not tolerated; and
- sensitive, empowering help and support is provided for students when required.

### 3.2 Special Educational Needs, Disabilities or English as a Second Language

Students with Special Educational Needs, disabilities or those who are not fluent in English may be especially vulnerable and should be safeguarded in the same manner as other students. The Special Educational Needs Co-ordinator may have an important role to play in this context. Extra care should be taken to ensure that these students feel confident and are able to discuss any matters that might be worrying them.

### 3.3 Roles and responsibilities

It is the responsibility of **all staff** to be alert to possible harassment of students, to deal with incidents of bullying as the highest priority and to follow the principles and procedures in this policy when following up cases of bullying. Other specific responsibilities are stated below.

**The Governors** will evaluate and review the anti-bullying policy, and will ensure that it is non-discriminatory.

The **Principal and Senior Management Team** will review and amend the policy, using staff experience of dealing with bullying incidents in the previous year to improve procedures and taking account of new legislation and government guidance and will ensure that staff receive regular training updates

The **Pastoral Team** will help to provide resources on bullying issues, and will ensure that there are PD sessions on the nature of bullying and how to deal with harassment within the programme at appropriate stages of student development.

**Subject teachers** will ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the Form Teacher of such observations  
they select working groups and pairs so that students have the opportunity to work with a variety of peers, not only friendship groups, throughout the year  
the composition of groups shows sensitivity to those who have experienced bullying behaviour.

The **Office and Ancillary staff** are often the first people to receive reports of bullying, will offer emotional support to those who have experienced bullying behaviour, and will alert the relevant Head of Year/Key Stage Coordinator and Form Teacher.

**Parents** are asked to inform the form teacher or Head of Year/Key Stage Co-ordinator if they are concerned that their child might be experiencing bullying behaviour.

The complaints procedure is outlined in **Appendix 1**.

**Students** are asked to tell a member of staff immediately if they are bullied or if they witness bullying of any other pupil.

## **Section 4: Dealing with Bullying Incidents**

### **4.1 Anti-bullying Principles**

- Students will be informed of anti-bullying procedures.
- Parents will be informed of procedures.
- The anti-bullying policy will be available on the staff shared folder on SIMS.
- Staff will treat reports by students of bullying very seriously.
- Unpleasantness by one student towards another will always be challenged and never ignored.
- Staff will take action immediately. This applies to all staff, not only teaching staff.
- Students will be encouraged to report all incidents of bullying to the Form Teacher, Ancillary Staff, Head of Year or another trusted member of staff immediately.
- Staff will keep a record of each bullying incident, to be passed to the appropriate Head of Year who will alert the Vice Principal/Principal
- Staff will respect a student's request that information is not discussed with other students.
- Those who have experienced bullying behaviour will be supported in the weeks following the reported incident, to ensure that the bullying has stopped.

### **4.2 Framework**

Bullying incidents will be dealt within the following framework

- Form Teacher- minor incidents and friendship issues
- Head of Year/ Key Stage Coordinator - More serious incidents
- Vice Principal -Very serious incidents
- Principal - Bullying incidents requiring suspension or expulsion

See **Appendix 3 Incidents and Intervention Levels**

### **4.3 Staff guidance**

If bullying is reported, or if staff notice a bullying incident, action will be taken  
Minor incidents will be reported to the student's Form Teacher, who should investigate the incident and inform the Head of Year.

For serious incidents of bullying, staff will inform the Head of Year and the Vice Principal/Principal.

### **4.4 Procedures to be followed by staff:**

- Interview the child who has been bullied, the child alleged to have been involved in bullying behaviour and any witnesses separately.
- Try to ensure that there is no possibility of contact between the students interviewed, for example by texting.

- If a student is injured, take the student immediately to a member of ancillary staff or a first aid trained teacher for a medical opinion of the extent of the injuries.
- Use a room that allows you to interview in privacy. A witness is recommended for serious incidents.
- Avoid making premature assumptions. It is very important not to be judgemental at this stage.
- Be non-confrontational.
- Ask the child alleged to have been involved in bullying behaviour and the child who has experienced bullying behaviour to write down details. This may need prompting with questions from you to obtain the full picture.
- Ask additional witnesses/bystanders for information, preferably written.
- Reiterate to witnesses that there are no innocent bystanders - they are all responsible if anyone is being bullied.
- Listen carefully to all accounts - several students saying the same does not necessarily mean they are telling the truth, particularly if they have had an opportunity to discuss the incident in advance.
- Staff should keep records of any bullying incident and any outcomes See Appendix 2 and 4

**Records should include:**

- What from all the circumstances, appears to be the motivation\* for the incident,
- The methods of bullying as in definition,
- Include information about how the incident was addressed.

\*[Motivation may, for example, relate to –

- (a) differences of religious beliefs, political opinion, racial group, age, sex, sexual orientation or marital status;
- (b) differences between persons with a disability and persons without;
- (c) differences between persons with dependants and persons without;
- (d) differences between persons based on gender reassignment;
- (e) differences between persons based on pregnancy.

- Discuss bullying in assembly, in drama or in the form class, and ask the class to suggest possible solutions. Student Council can be consulted about ways to raise awareness
- If bullying occurs on the bus, ask a sixth former or bus prefect to take care of those who have experienced bullying behaviour and report the incident as soon as possible in school
- If bullying is by students from another school, the Head of Year should telephone the relevant Head of Year/Key Stage Coordinator of the other school and ask for a return call on the result of their investigation.
- Ask another student to befriend and support those who have experienced bullying behaviour.
- Give constructive advice if those who have experienced bullying behaviour seem to have been bullied because they are being a nuisance or intruding.
- Use peer mediation to resolve conflict if appropriate
- Provide a peer mentor.
- Use drama performances/workshops on bullying to raise awareness and invite relevant outside agencies in to help with our preventative curriculum



#### **4.5 Sanctions**

Once behaviour has been adjudged to be bullying behaviour, the Year Head or Vice-Principal will determine the severity of the incident level and the appropriate level of response (see Appendix 2). In determining the level of severity, a number of factors will be considered, for example: nature; frequency; duration; perceptions of the targeted student; whether or not the targeted student acted provocatively. It should be noted that each suspected bullying incident should be individually assessed and an intervention selected which best meets individual student needs. Certain actions, such as assault, have a particular legal status.

Thereafter:

- the student/s who displayed bullying behaviour will be warned of the implications of their actions; it may be deemed appropriate to apply sanctions. This may include making amends as well as the application of sanctions as laid out in the Code of Conduct and Consequences. As each case will be different, sanctions applied will be tailored to suit the situation;
- relevant intervention strategies will be implemented;
- the situation will be monitored by relevant staff member/s;
- if bullying behaviour recurs, parents/guardians of the student/s will normally be asked to attend for interview and further sanctions may be applied;
- if the bullying behaviour persists, the parents/guardians of the student/s will be asked to attend an interview with the Principal and suspension of the student will be considered.
- A one-off event of bullying which is deemed very serious will invoke a suspension or suspension leading to expulsion.

#### **4.6 Monitoring and Review of the Situation**

The Vice-Principal and/or Form Teachers and Heads of Year will normally have responsibility for monitoring and reviewing the situation. On occasion, they may delegate this to other relevant members of staff.

- Relevant teaching staff or staff on duty may be asked to observe behaviours in an unobtrusive manner and to report back to the relevant staff member.
- The Year Head or delegated staff member will, at the agreed interval/s, interview the child who has experienced bullying behaviour and the child who has exhibited bullying behaviour individually to review progress made. If the matter has been resolved, notes will be kept confidentially in the Pastoral Co-ordinator's diary or written up in a Bullying proforma, all of which will be securely filed. If the matter has not been resolved, new targets will be set and the procedure repeated.
- The Year Head or delegated staff member will make contact with parents/guardians of both the child alleged to have experienced bullying behaviour and the student alleged to have displayed bullying behaviour to ascertain their view on progress made and apprise them of the School's position. Home Links appointments may be used for this purpose.

- Staff members will review the effectiveness of strategies implemented and, if required, modify them.

### **Parents**

- Most concerns about bullying will be resolved through discussion between home and school. Parents are encouraged to liaise closely with form teachers Year Heads and the Heads of Key Stage.
- Where a parent feels their concerns have not been resolved, they may use the school's Formal Complaints procedure.
- Where a pupil is involved in bullying behaviour of others outside school, eg on the way to or from school or through use of the internet at home, parents will be asked to work with the school in addressing the child's behaviour

### **4.7 Curriculum support**

Issues regarding bullying, methods of dealing with bullying, prejudice and discrimination, stereotyping and will be discussed in the PD Programme.

Key Stage 3 and 4 pastoral care programmes will include anti-bullying strategies.

The school has signed up to anti-bullying week and Year Heads will check for updated information and resources online.

RE classes and PD inputs will cover relationships and friendships, teaching students how to manage their relationships with others.

PD sessions will include co-operative group work to enable students to explore issues by considering different points of view and to become integrated into the peer group.

Staff will encourage student co-operation and the development of interpersonal skills through the use of group work and pair work in teaching methodology. Sport and games staff are particularly effective at promoting teamwork .

Opportunities to extend friendship groups and interactive skills will be provided through participation in special events such as drama productions, Theme Days, John Paul II Award, concerts, charity and social events, and also by involvement in extracurricular activities.

### **Useful websites include :**

**NI Anti-bullying Forum [www.niabf.org.uk](http://www.niabf.org.uk)**

**CEOP [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)**

**Contact Youth Lifeline [www.contactyouth.org](http://www.contactyouth.org)**

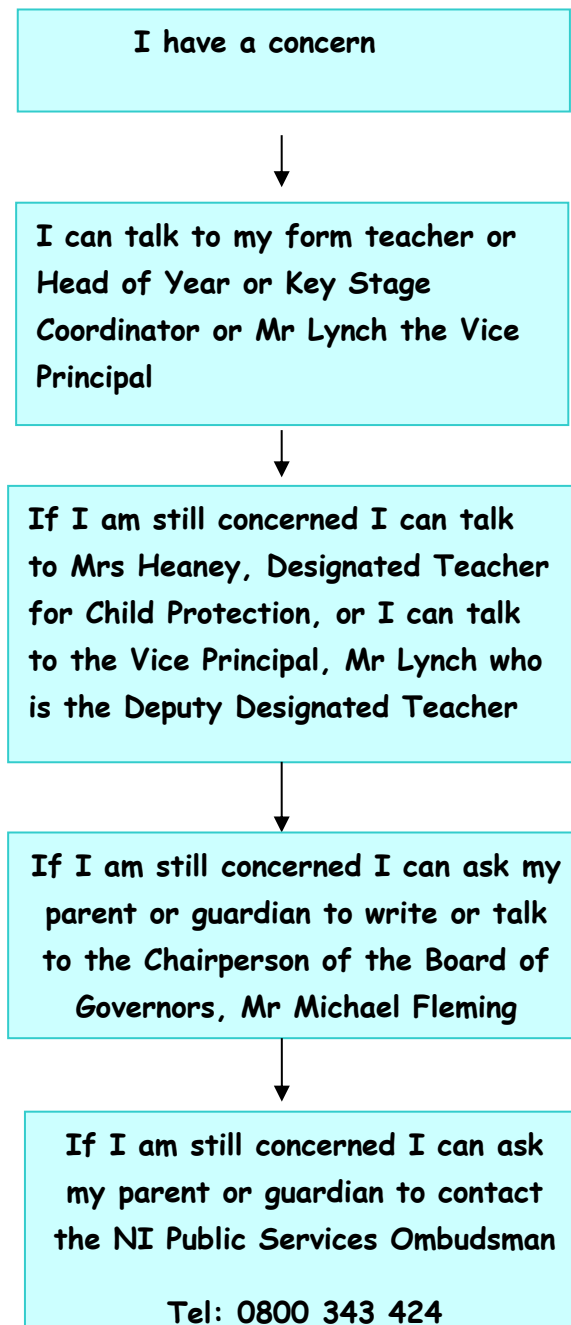
**Childline [www.childline.org.uk](http://www.childline.org.uk)**

## Section 5: Appendices

### Appendix 1 Complaint Flowcharts

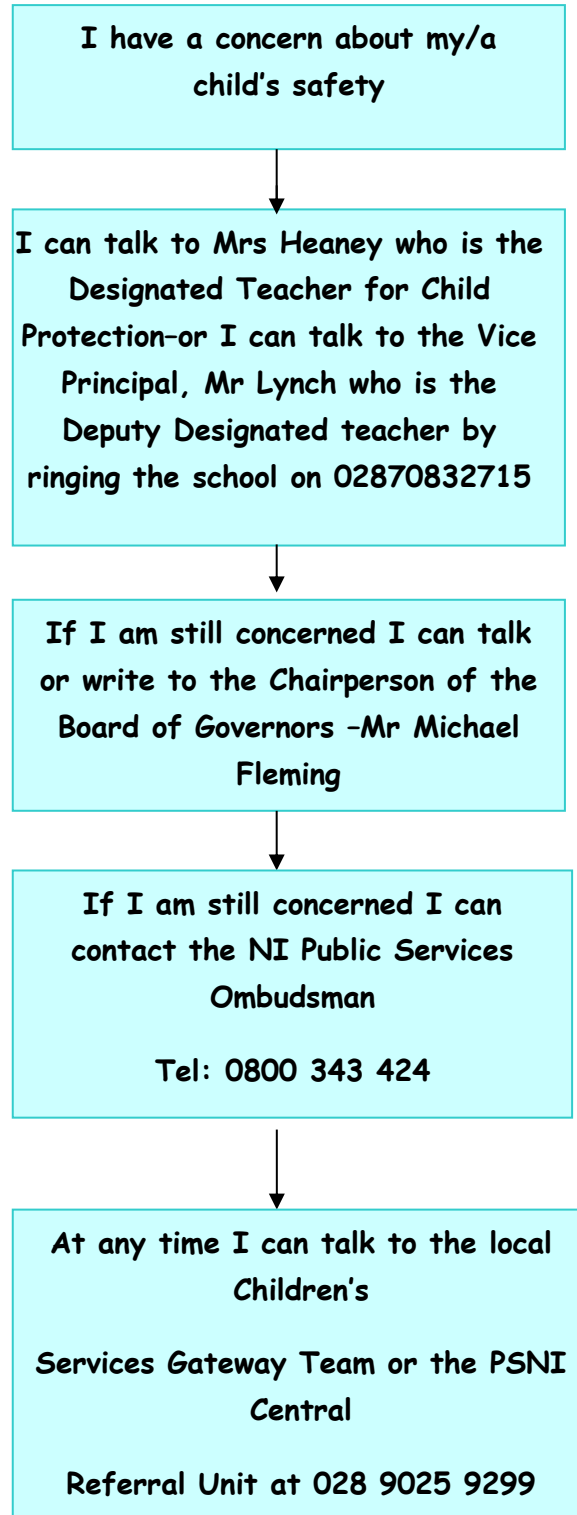
#### HOW A PUPIL CAN MAKE A COMPLAINT

If a pupil has a complaint they can follow the guide below:



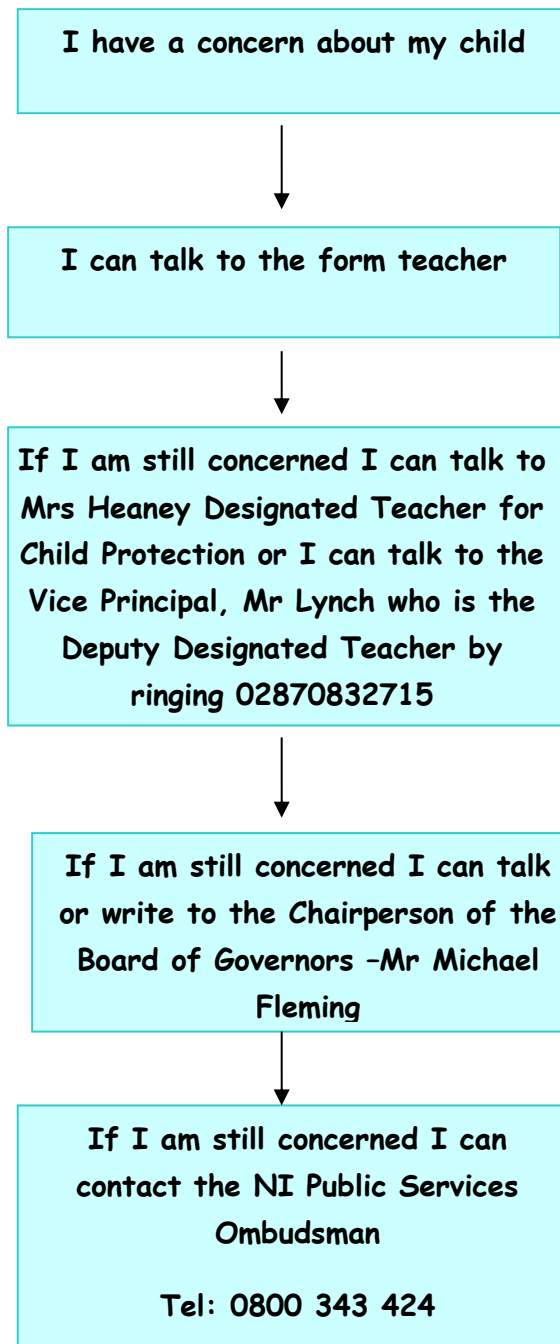
## HOW A PARENT CAN RAISE A CHILD PROTECTION CONCERN

If a parent has a child protection concern they can follow the guide below:



## HOW A PARENT CAN MAKE A COMPLAINT

If a parent has a complaint they can follow the guide below:



## Appendix 2



# Dominican College Portstewart Bullying Incident Proforma



**Date**

**Names of pupils involved** \_\_\_\_\_

**Reported by** \_\_\_\_\_

**Head of Year /Key Stage** \_\_\_\_\_

### **Circumstances - motivation for the incident**

- (a) differences of religious beliefs, political opinion, racial group, age, sex, sexual orientation or marital status;*
- (b) differences between persons with a disability and persons without;*
- © differences between persons with dependants and persons without;*
- (d) differences between persons based on gender reassignment;*
- (e) differences between persons based on pregnancy*

### **The methods of bullying as in definition**

*In the Addressing Bullying in Schools Act 2016 – Bullying includes (but is not limited to) -the repeated use of*

- (a) any verbal, written or electronic communication*
- (b) any other act, or*
- © any combination of these 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.*

### **How the incident was addressed**

**Evidence of follow up and effective strategies**

**Was the incident resolved in a satisfactory way?**

**Any further action needed**

**Signed**

## Appendix 3

### Choosing an Appropriate Intervention

When children and young people are involved in incidents of bullying, adults need to intervene. In practice there is a wide range of possible interventions available and there are significant differences in these in terms of the purpose of the intervention and the needs being addressed. A number of new hybrid approaches have been developed which incorporate aspects of two or more practices. Whilst many school staff will welcome the availability of a plethora of interventions, this diversity raises some important questions, most notably 'which is the most appropriate for this case?' Inappropriate interventions could risk further harming individuals who are already vulnerable or victimised.

Schools should ensure that their Anti-Bullying policy contains a description of the different interventions which will be used to respond to a bullying situation. There is no best method in the sense that one is always preferable. It depends on the nature of the bullying, the availability of resources, the skills level of staff and the readiness of the school community to support the chosen approach. Remember, 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.

In selecting an intervention schools should take account of:

The level of severity, using this as a guide to select appropriate intervention(s).

The legal status of the act e.g. assault.

The age and ability of those involved.

Whether an individual pupil or a group is involved.

The level of staff agreement, confidence and competence in adopting a restorative, behaviour changing approach.

The agreement and support of the parents/carers in adopting a restorative, behaviour changing approach.

Whether the pupil(s) displaying bullying behaviour acknowledge(s) the unacceptable behaviour and can be enabled to feel empathy for the pupil experiencing bullying, and act appropriately.

The willingness to engage in a group intervention such as the Support Group Method (see p30).

Whether it is realistic to expect that the bullied pupil can be strengthened adequately to deal with the situation.

Whether or not the pupil experiencing bullying has acted provocatively.

#### Refer to NIABF **Bullying Concern Assessment Form**

*(Adapted from 'BULLYING IN SCHOOLS, Six Methods of Intervention, A User's Guide', Ken Rigby, 2009)*

*For more information see [www.loggerheadfilms.co.uk](http://www.loggerheadfilms.co.uk)14*



# Understanding the Levels of Intervention

*Levels suggested within this document are for guidance only, and schools are advised to consider a range of interventions from across all levels. It is important to remember that every bullying incident should be individually assessed and an intervention chosen which best meets the individual pupil 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 pupil(s) experiencing bullying. **NEVER ignore low level bullying behaviour.**

### **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 pupil.

Talk with the pupil being bullied to explore whether he/she has in any way provoked the bullying behaviour.

Help the bullied pupil 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 pupil being bullied.

To be planned and timetabled, session length dependent on age and ability.

Parental / carer consent and agreement from participating pupils.

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 pupils.

A solution focused approach to the situation.

To provide opportunities for pupils to take responsibility.

Regular meetings of the group.

Regular meetings with the bullied pupil 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 often involve the Pastoral Coordinator, SENCO, and other senior managers, in collaboration with pupil(s) and parents to determine 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 ELB Services and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils 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 (see Support Group Method, p30) and/or The PIKAS Method of Shared Concern (see p40), 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 pupils 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 pupils 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.







