Malone College:

Addressing Bullying Policy

Contents

Anti-Bullying Policy

Section 1 – Introduction and Statement

Malone College is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we live by and the ethos of the College. All students have a right to be taught (and staff have a right to work) in a secure, caring environment, free from the threat of psychological and physical abuse. Everyone in the College has a responsibility to contribute in whatever way they can to the protection and maintenance of such an environment. If bullying does occur, it will be dealt with promptly, effectively and appropriately.

"Children have the right to be protected from all forms of violence (physical and mental). They must be kept safe from harm and they must be given proper care by looking after them." Article 19 UN Convention on the Rights of the Child

Section 2 – Context

This policy is informed by the following:

The 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

The Policy & 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:
In the United Nations Convention on the Rights of the Child (UNCRC) the following are noted: The Addressing Bullying in Schools Act (Northern Ireland)

2016:
- Provides a legal definition of bullying
- Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with students and parents.
- Requires the College to record all incidents of bullying behaviour and alleged bullying incidents.

- Sets out under which circumstances this policy should be applied, namely: In the College, during the school day
- While travelling to and from school
- When under control of College staff, but away from the College (e.g. school trip)
- When receiving education organised by the College but happening elsewhere (e.g. in another school in the Area Learning Community)
- Requires that the policy be updated at least every four years.

The Education and Libraries Order (NI) 2003, requires the Board of Governors to: 'Safeguard and promote the welfare of registered pupils' (A.17)

The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:
- Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation (A.19);
- Be protected from discrimination (A.2);
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously (A.12);

Section 3 – Ethos & Principles

Malone College welcomes students of all traditions and abilities, to learn together in a caring community where self-worth and mutual respect are highly valued. In partnership with parents, we seek to offer opportunities for individual success while promoting excellence in education for all. The Governors and staff of Malone College fully recognise the contribution it makes to protecting children. We recognise that all staff, including volunteers, have a full and active part in protecting our students from harm.

This policy was developed in line with guidance set out by the Addressing Bullying in Schools Act (Northern Ireland) 2016, DENI and the Northern Ireland Anti-Bullying Forum (NIABF). Its overall purpose is to promote an anti-bullying culture in Malone College and to help staff provide support to students who have been bullied and students who engage in bullying behaviour.

Pastoral Care in Schools; Promoting Positive Behaviour (DE, 2001) Paragraph 125 states the following:

"As well as ensuring that pupils who are bullying are dealt with in accordance with accepted school policy and procedures, it will be necessary to work with these pupils to try to help them change their unacceptable behaviour."

This policy provides examples of anti-bullying strategies within 4 levels of intervention and provides staff and parents with practical suggestions on how bullying can be addressed. At Malone College we recognise the right of every individual to develop his/her full potential within a supportive College community. We believe all forms of bullying behaviour are unacceptable. We believe that all students have the right to learn in a safe and supported environment.

This policy links with the United Nations Convention on the Rights of the Child (UNCRC) by taking into consideration the below articles of the UNCRC:

- Article 2: children have the right to be protected from discrimination.
- Article 3: All organisations concerned with children should work towards what is best for each child.
- Article 19: The government should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.
- Article 12: Children have the right to express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously
- Article 36: Children should be protected from any activities that could harm their development.

The Anti-Bullying policy has been developed in consultation with all stakeholders of the College community including students, parents, staff and Governors. The roles and responsibilities of all stakeholders are made explicit. The policy is intended to ensure an inclusive, productive, consistent approach is adopted in the promotion and development of an Anti-Bullying environment for students by detailing the existing and proposed practices and strategies implemented throughout the College. It is intended as a working document, used to inform teaching and learning.

It should be noted that:
- We are committed to a society where children and young people can live free and safe from bullying;
- We believe that every child and young person should be celebrated in their diversity;
- We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole College;
- We value the views and contributions of children and young people; we will actively seek these views and we will respect and take them into account.

We understand that everyone in our College community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Section 4 – Consultation and Participation

This policy, reviewed every 4 years, has been developed in consultation with registered students and their parents/guardians and staff, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

The College will consult with all stakeholders by:

- Undertaken focus group sessions with the Student Council and Prefects
- Engagement with parents

- Staff survey for all staff, Teaching and Non-Teaching
- Engagement activity for all staff, Teaching and Non-Teaching during INSET training
- Representative members of staff involved in writing anti-bullying policy
- Engagement event, or questionnaires, for those connected to the College; external agencies that regularly provide input

Section 5 – Definition of Bullying (as stated in The Addressing Bullying in Schools Act (Northern Ireland) 2016)

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 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.
Note also that, "act" includes omission.

In Malone College we have liased with The Anti Bullying Alliance and in conjunction with their definition we have defined bullying as:

'The **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

While bullying is usually repeated behaviour, a one-off incident may constitute bullying. This will be assessed, taking account of the following:

- Severity and significance of the incident
- Evidence of pre-meditation
- Impact of the incident on individuals (physical/emotional)
- Impact of the incident on the 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 Positive Behaviour Policy.
The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

Verbal or written acts
- Saying/writing mean and hurtful things to, or about, others or making fun of others
- Telling lies or spreading false rumours about others
- Trying to make other students dislike another student/s
- Physical acts of hitting/kicking/pushing
- Material harm, such as taking/stealing money or possessions or causing damage to possessions

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Omission (Exclusion)
- Leaving someone out of an activity
- Refusing to include someone in group work

Electronic Acts
- Using online platforms or other electronic communication to carry out many of the written acts noted above
- Impersonating someone online to cause hurt
- Sharing images (e.g., photographs or videos) online to embarrass or hurt someone

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

The various motivations behind bullying, may include, but are not limited to:

Age
Appearance
Breakdown in peer relationships
Community background
Political affiliation
Gender identity
Sexual orientation
Pregnancy
Marital status
Race
Religion
Disability / SEN
Ability
Looked After Child status
Young Carer status

The College recognises that the use of the terms 'bully' and 'victim' are unhelpful and should be avoided. Bullying is an emotive issue; therefore, it is essential that we ensure we use supportive, understanding language when discussing these matters. For this reason, staff in the College will not refer to a student as 'a bully', nor will they refer to a student as 'a victim'.

Instead, they will refer to:
- A student displaying bullying behaviours
- A student experiencing bullying behaviours

All members of the College community are encouraged to use this language when discussing bullying incidents.

In determining 'harm' we define:
- Emotional or psychological harm as intentionally causing distress or anxiety by humiliating or affecting adversely a student's self-esteem.
- Physical harm as intentionally hurting a student by causing injuries such as bruises, broken bones, burns or cuts.

Section 6 – Preventative Measures

This section sets out the measures to be taken by Malone College to prevent bullying behaviour, as defined in the section above. We wish to promote a strong anti-bullying ethos within the College and the wider College community.

It is the College's position that the focus for all anti-bullying work should be on prevention. As such, this section is the lynchpin of the policy document. To prevent bullying, the College will undertake to do the following:

- Raise awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy;
- Promote anti-bullying messages through the curriculum e.g., inclusion of age-appropriate material specific to individual subject areas relating to bullying, positive behaviour and inclusion;
- Address through LLW issues such as the various forms of bullying (e.g. racist, homophobic, transphobic, disablist, sectarian etc.) and how and why it can happen;
- Encourage involvement in meaningful and supportive projects, to allow students to explore, understand and respond to difference and diversity;
- Through the preventative curriculum actively promote positive emotional health and wellbeing (e.g. mindfulness training);
- Participate in the NIABF annual Anti-Bullying Week activities;
- Engage in key national and regional campaigns, e.g. Safer Internet Day, Good Relations Week, etc.;
- Use peer-led systems, namely the Student Council and Anti-Bullying Ambassadors to support the delivery and promotion of key anti-bullying messaging within the College;
- Use effective strategies for unstructured-time management, e.g. staff supervision, training for staff, effective student engagement by staff
- Assemblies to raise awareness and promote understanding of key issues related to bullying;
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks.

The College also recognises the importance of encouraging an anti-bullying culture on the way to and from College, and promotes this by:

- Requiring students to take responsibility for their role as ambassadors for their College within the community;
- Providing regular reminders of the positive behaviour expectations of students whilst travelling to and from the College and in the community;

- Encouraging students to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from College;
- Engaging with transport providers (e.g. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns;
- Working with the local community to address any issues of concern regarding the behaviour of students.

The College has the authority to take action to address bullying that uses electronic communication or social media, where that behaviour is likely to have a detrimental effect on the student's education at the College. There are many opportunities to raise awareness of the nature and impact of online bullying to students and to support them in making use of the internet in a safe, responsible and respectful way. This may include:

- Addressing key themes of online behaviour and risk through LLW, including understanding how to respond to harm and the consequences of inappropriate use;
- Participation in Anti-Bullying Week activities;
- Engagement with key statutory and voluntary sector agencies (e.g. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages;
- Participation in annual Safer Internet Day and promotion of key messages throughout the year;
- Development and implementation of robust and appropriate policies in related areas (e.g. Acceptable Use Policy, Positive Behaviour policy).
The lists above are not exhaustive.

Section 7 – Responsibility

Everyone has responsibility for creating a safe and supportive learning environment for all members of the College community.
Everyone in the College community, including students, their parents/guardians and the staff of the College are expected to respect the rights of others to be safe.
Everyone has the responsibility to:
- Foster positive self-esteem;
- Model high standards of mutual respect;
- Be alert to signs of distress and other possible indications of bullying behaviour;
- Refrain from becoming involved in any kind of bullying behaviour;
- Refrain from retaliating to any form of bullying behaviour;
- Intervene to support any person who is being bullied, unless it is unsafe to do so;
- Report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff;
- Emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed;
- Explain the implications for themselves and/or others, of allowing the bullying behaviour to continue unchecked;

- Listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken;
- Know how to seek support;
- Resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties.

All stakeholders of Malone College have a responsibility to ensure the protection and welfare of children is paramount. This also extends to any volunteers accepted to work in the College during College hours when students are on the premises.

7.1 Responsibilities directed by Board of Governors

Members of the Board of Governors:
- Secure measures to prevent bullying;
- Ensure Principal keeps an accurate record of all incidents of bullying or alleged bullying involving a registered student at the College
- Safeguard and promote the welfare of all registered students whether they are on the College premises or elsewhere while in the lawful control or charge of a member of staff of the College
- Ensure College staff inform parents and educate students on the principles of anti-bullying as part of the College's Positive Behaviour Policy at regular intervals throughout the academic year.
- Ensure that policies and procedures designed to promote good behaviour and discipline are pursued in the College.
- Ensure that student welfare embraces all aspects of pastoral care, child protection, student behaviour, health and well-being, safety and security

7.2 Responsibilities of Principal

The Principal:
- When deciding on measures which will be used to encourage good behaviour in the College must specifically include measures to prevent bullying among students
- Before deciding on measures to encourage good behaviour must consult with students registered at the College and their parents
- Safeguard and promote the welfare of all registered students whether they are on the College premises or elsewhere while in the lawful control or charge of a member of staff of the College

7.3 Responsibilities of Staff (Teaching and Non-Teaching)

Staff will:

- Model high standards of personal pro-social behaviour
- Be alert to signs of distress* and other possible indications of bullying behaviour
- Emphasise the importance for students to seek help from a trusted adult about bullying behaviour when it happens or is observed
- Explain the implications to students of allowing the bullying behaviour to continue unchecked
- Listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- Ensure students know how to seek support – internal and external
- Resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties
- When dealing with allegations of bullying behaviour staff will use the Bullying Concern Assessment Form (BCAF) and respond using the guidance set out in Section 9– Responding to a Bullying Concern
- Bullying is often reported to staff by parents/carers. Such complaints will be met openly and sympathetically.

When meeting with the parents/carers of students bullying others, the staff need to:

- Acknowledge that the parent/carer may be under stress as a result of having to come into College to discuss an incident with a member of staff.
- Remain understanding if the parent/carer expresses anger directed at the College. It is important to understand that sometimes a parent's perception of a situation can be one sided and dependent on the child's subjective perspective. In cases of alleged bullying, it is important to be open minded as often there is a complicated build-up of events and tit for tat behaviour. Children who bully will often dismiss their behaviour as banter or 'messing about'
- Try to get clear facts from the parent/carer but don't cross-examine or emphasise inconsistencies in their version of events.
- Ensure that you have already gathered as much reliable information as possible and be clear that the behaviour does represent bullying.
- Ensure that the parents/carers understand how their child's behaviour conforms to the Malone College's agreed definition of bullying.
- Share your concern about what has been happening to the child experiencing bullying.
- Avoid suggesting that it is the character of their child that is at fault. Emphasise that it is aspects of their child's behaviour that must change. Try to refer to their child's positive qualities.
- Be understanding but firm.
- Make it clear that you care and will do what you can and will act in accordance with the College's anti-bullying policy.
- Tell the parent/carer that you will need time (be specific) to gather information and that you will keep them informed.
- Avoid getting into an argument. Try to avoid blaming the parent/carer for their child's behaviour

7.4 Responsibilities of Parents/Carers

Parents/carers will:
- Participate in the development of the College's Anti-Bullying policy.
- Inform the College of any concerns relating to bullying behaviour
- Report or express a concern about their child's involvement in a bullying incident/situation, particularly if their child has experienced bullying type behaviours. Remember, the College must take immediate action if a child's personal safety is at threat. It is clearly advised in the Student Learning Planner that parents make early contact with the College to discuss any matters which might have a bearing on the student's education.
- Work collaboratively with the College to resolve an incident of bullying type behaviours
- Reinforce anti –bullying messages at home that bullying is morally wrong and potentially damaging. We expect the parents of young people who have been bullying others to support the College in terms of sanctions.

7.5 Responsibilities of Students

Bullying is a secret, insidious form of behaviour and targets of bullying often fear that reporting it will make the situation worse. If a child feels he/she is being bullied it must be taken seriously by staff and parents. Within the College's Student Learning Planner advice is offered to children who are anxious or worried. Students are regularly reminded to report bullying to class teachers, Form Tutors, Year Heads, Heads of Key Stage, Head of Pastoral or the Vice Principal
Students are encouraged to:

7.5.1	Talk to a member of staff if they have a concern of bullying type behaviour
7.5.2	Keep evidence of any bullying type behaviour such as cyber bullying remarks
7.5.3	Behave towards others in a mutually respectful way
7.5.4	Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
7.5.5	Refrain from retaliating to any form of bullying behaviour
7.5.6	Intervene to support any person who is being bullied, unless it is unsafe to do so.

Section 8 – Reporting a Bullying Concern

Students Reporting a Concern

Students are encouraged to raise concerns with any member of staff, including Teaching and Non-Teaching staff, in the following ways:
- Talking to a member of staff;
- Writing a note to a member of staff (e.g. in a homework diary);
- Sending an email to a member of staff or to a dedicated email address;
- By posting a comment in the Worry 'box' (located inside the office door).
- Report online via CyberSyd or on your phone through CyberSyd app. (Students have a unique code to access CyberSyd.

ANY student can raise a concern about bullying behaviour, not just the student who is experiencing this behaviour. It is the College's position that the focus should be on 'getting help' rather than

'telling'. As such, all students should be encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

Parents Reporting a Concern

It is the responsibility of parents and carers to raise concerns about alleged bullying behaviour at the earliest opportunity. It is also important to encourage parents/carers of the need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

Within Malone College, the process of parents/carers reporting bullying concerns is:

- In the first instance, all bullying concerns should be reported to the Head of Year
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to Head of Key Stage.
- Where the parent is not satisfied that appropriate action has been taken by the Head of Key Stage to prevent further incidents, or where further incidents have taken place, the concern should be reported to Head of Pastoral/Vice Principal.
- Where the parent is not satisfied that appropriate action has been taken by the Vice Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal.
- If the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the College's complaints procedure should be followed. This usually involves making a formal, written complaint, to the Chair of the Board of Governors.

It is important to note that all reports of bullying concerns received from students and/or parents/carers will be responded to in line with the Parental Complaints policy and that feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a student can be disclosed to anyone other than the student and his/her parents/carers.

Section 9: Working Towards an Anti-Bullying Environment

Staff, students and parents have a shared responsibility to have a proactive attitude to bullying. Prevention is as important as the action taken to address reports of bullying. All adults in the College play a vital part as role models as reflected in their dealings with each other and their treatment of the young people. Playgrounds, foyers, toilets and other hidden corners are well supervised during the early morning, break time and lunch time. Lunchtime supervisors, caretakers, learning support assistants and all staff who come in contact with young people are trained to watch for signs of bullying and report them to appropriate staff.

9.1 Preventive Curriculum

The Personal Development Programme for each year group includes work to help students improve their self-esteem, resilience and social skills and to encourage them to have the self-confidence to reject bullying behaviour from other people. The issue of bullying and what to do about it is continually emphasised through the assembly programme.

Malone College works effectively with many outside agencies to support the appropriate care and welfare of all students. Students are able to access counselling via the Familyworks Counselling service and are informed about support services through the 'Here 2 Help' app and useful websites such as Childline and the Samaritans.

The appointment of Anti-bullying Ambassadors champion our view that we reject bullying in our College. A CaraFriend Workshop is delivered to Year 10 to address the issue of homophobic bullying. The College marks Anti Bullying Week every November with whole College assemblies, and typical themes are cyber bullying, homophobia and racism. The message is always clear, that bullying is not tolerated and must be reported. We have trained Peer Mentors in Years 8-12 and have appointed Sixth Form Wellbeing Ambassadors to lead by example and peer support. They are available to help younger students who may be experiencing bullying from their peers.

Sixth Form students are trained to monitor behaviour on buses and to immediately report incidences of bullying to the relevant Head of Year or Head of Key Stage. Students are regularly reminded of the positive behaviour expectations whilst travelling to and from the College. The Vice Principal has regular engagement with transport providers (e.g., Translink, EA Transport) to ensure effective communication and the early identification of any concerns.

The Addressing Bullying in Schools Act gives schools the authority to take steps to prevent bullying through the use of electronic communication amongst students at any time during term, where that behaviour is likely to have a detrimental effect on the student's education at College.
To this regard, the College uses the PD and Assembly programme to raise awareness of the nature and impact of online bullying and will support students to make use of the internet in a safe, responsible and respectful way.

9.2 Student Voice

The College actively promotes an open, inclusive and mutually respectful working environment and ensures high levels of student participation through promotion of an active Student Council. Students are regularly consulted on their viewpoints using surveys and questionnaires.

Section 10– Responding to a Bullying Concern

The processes outlined below provide a framework for how the College will respond to any bullying concerns identified.

When a concern of bullying type behaviour is shared, staff will clarify facts, perceptions and the individual needs of all those involved. Staff will assess the reported incident using the **TRIP** criteria and select interventions aimed at repairing relationships. Socially unacceptable behaviour becomes bullying type behaviour when, on the basis of the information gathered, **TRIP** is confirmed:

1. When the behaviour is **TARGETED** at a specific pupil or group of pupils.
2. When the behaviour is **REPEATED** over a period of time.
3. When the behaviour is deliberately **INTENDED** to cause harm.
4. When the behaviour causes **PSYCHOLOGICAL**, **EMOTIONAL** and/or **PHYSICAL** harm.

A significant **One-off Incident** can be considered bullying type behaviour if included in the school policy e.g. where a digital communication has beenrepeatedly and intentionally shared to cause harm.

Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible shall...

Clarify facts and perceptions
-   Check records (SIMS)
-   Assess the incident against the criteria for bullying behaviour
-   Identify any themes or motivating factors
-   Identify the type of bullying behaviour being displayed
-   Identify intervention level
-   Select and implement appropriate interventions for all students involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource
-   Track, monitor and record effectiveness of interventions
-   Review outcome of interventions
-   Select and implement further intentions as necessary

(Reference: Staff Anti-Bullying Resource Booklet)

Malone College in line with NIABF advocates a restorative approach to responding to bullying behaviour. Interventions will focus on responding to the behaviour, resolving the concern and restoring the wellbeing of those involved.

(Reference: Bullying Levels and Targeted Interventions).

When responding to a bullying concern, staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, College staff may implement sanctions for those displaying bullying behaviour.

Section 11 – Recording

There is a legal requirement, as set out in the Addressing Bullying in Schools Act (NI) 2016, for the

College to maintain a record of all incidents of bullying and alleged bullying behaviour.

In accordance to the Addressing Bullying in Schools Act (NI) 2016, Malone College will keep a written record of all relevant information related to reports of bullying concerns using a BCAF (Bullying Concern Assessment Form), including:

- The method (how the bullying behaviour was displayed)
- The motivation for the behaviour
- How each incident was addressed by the College
- The outcome of the interventions employed

Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in the College. Access to these records will be restricted and only provided to those members of College staff with a legitimate need to have access.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the College'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 College.

Section 12 – Professional Development of Staff

The College recognises the need for appropriate and adequate training for staff, including Teaching and Non-Teaching College staff.
The College is committed to:
- Ensuring that staff are provided with appropriate opportunities for professional development;
- Ensuring opportunities for safeguarding training are afforded to Governors and all staff – Teaching and Non-Teaching;
- Reviewing policy and practice in the light of experience, to inform future staff development.

Section 13 – Monitoring and Review of Policy

It is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness of the Anti-Bullying Policy.

To this end, the Board of Governors shall:
- Maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted;
- Yearly report on trends and actions;
- Assess the effectiveness of strategies aimed at preventing bullying behaviour;
- Assess the effectiveness of strategies aimed at responding to bullying behaviour.

It is a legal requirement that the Anti-Bullying Policy be reviewed at intervals of no more than four years. However, the policy will be reviewed following any incident which highlights the need for such a review. It will also be reviewed when directed to by the Department of Education and in light of new guidance.

As such, the timeline for the review of this policy is:
This Anti-Bullying Policy shall be reviewed as required, in consultation with students and their parents/carers, on or before the 31 August 2027.

Section 14 – Links to Other Policies

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:

- Positive Behaviour Policy
- Pastoral Care Policy
- Child Protection and Safeguarding Policy
- Special Educational Needs Policy

- Health and Safety Policy
- Relationships and Sexuality Education
- Acceptable Use of Internet Policy
- Educational Visits Policy
- Staff Code of Conduct

Section 15 – Appendices

Appendix 1 - Bullying Levels and Targeted Interventions

Appendix 2 - Choosing an Appropriate Intervention

Appendix 3 - Understanding the Levels of Intervention

Appendix 4 – Bullying Assessment Concern Form (BACF)

Appendix 1 - Bullying Levels and Targeted Interventions

Pupil Displaying Bullying Behaviour	Types of Behaviour	Targeted Interventions
Level 0	First time occurrence of bullying type behaviour	Informal chat to enable pupil to identify possible solutions to current situation.
Level 1 Low Level Bullying Behaviour	When an incident has been assessed and is perceived to be a minor bullying incident select one or more of these Level 1 interventions. If the pupil is proving somewhat resistant to change he/she may be placed on the COP Stage 1 (Record of Concern). Parents/carers will need to be informed of this decision.	- Informal chat to enable pupil to identify possible solutions to current situation. - Parental support if felt appropriate at this stage. - Student may be referred to the Sixth Form Mediation Team for support. **Regular monitoring and review of situation by class/form tutor**
Level 2 Immediate Level Bullying Behaviour	Following assessment if the bullying behaviour continues and/or is considered more severe, select one or more of these Level 2 interventions which may comprise part of an Individual Behaviour Support Plan. If the pupil is resistant to change, staff may choose to place the pupil on the COP Stage 2. Parents/carers will need to be informed of this decision and involved in providing support.	Meet to: - Gain bullied pupil's consent to enable the situation to be discussed with peers in his/her absence. - Receive feedback on intervention outcomes. - Agree, teach and practice coping skills (e.g. Fogging). - Strength-Building Plan for Pupil - Student will be referred to the Sixth Form Mediation Team for support, outcomes should be recorded. **Regular monitoring and review of situation by Head of Year.**
Level 3 Complex Bullying Behaviour	Following assessment, if the bullying behaviour is more complex and/or resistant to change. Pupil presenting with many additional needs and risk factors.	**Individual Pupil Work** - Monitoring by key member of staff. - Individual Support Plan for strength and emotional well-being building programmes. - Peer support/mentoring and befriending/ mediation. - Head of AEN will be consulted on bullying behaviour - Support Group Method. - PIKAS interview. **Parental Involvement** At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with External Agencies to effect change. **Additional advice/support from ELB Services and External Agencies** Is there a need for parent to consult with GP about child? **Regular monitoring and review of situation by Head of School.**
Level 4 High Risk Bullying Behaviour	Pupil presenting with significant concerns including mental health, criminal and/or child protection concerns.	Refer to relevant investigative agencies: PSNI Health and Social Care Trust Gateway Teams. **Regular monitoring and review of situation by Head of School/Vice Principal (Pastoral)**

Appendix 2 - Choosing an Appropriate Intervention

When children and young people are involved in incidents of bullying, adults need to intervene. 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. Whilst many College 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 the target of bullying.

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 College 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 staff 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 student 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 student(s) displaying bullying behaviour acknowledge(s) the unacceptable behaviour and can be enabled to feel empathy for the student experiencing bullying, and act appropriately
- The willingness to engage in a group intervention such as the Support Group Method
- Whether it is realistic to expect that the bullied student can be strengthened adequately to deal with the situation
- Whether or not the student experiencing bullying has acted provocatively

Appendix 3 - Understanding the Levels of Intervention

It is important to remember that every bullying incident should be individually assessed and an intervention chosen which best meets the individual student need.

Level 0   First time occurrence of bullying type behaviour
- Informal chat by member of staff to enable student to identify possible solutions to current situation.

Level 1   Intervention - Low Level Bullying Behaviour
- Regular monitoring and review of situation by class/form tutor
- 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

NEVER ignore low level bullying behaviour.

Staff should;
- Explain the inappropriateness of the behaviour in line with the College'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 Regular monitoring and review of situation by Head of Year

While interventions at Level 2 involve continuing with the above, there is a 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.

Level 3   Interventions - Complex Bullying Behaviour
Regular monitoring and review of situation by Head of Key Stage/Head of Pastoral

Regular monitoring and review of situation by Head of Key Stage/Head of Pastoral.
Interventions at Level 3 will often involve the Heads of Key Stage, SENCO, Head of Pastoral and the Vice Principal, in collaboration with student (s) and parents to determine the way forward in affecting change.

The College may use an 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 EA 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 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 (see Support Group Method) and/or The PIKAS Method of Shared Concern, along with individual support and strength building programmes.

Level 4   Interventions - High Risk Bullying Behaviour
Regular monitoring and review of situation by Head of Pastoral/Vice Principal

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 College 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 College's Safeguarding policy and safeguarding procedures will need to be invoked. Advice and support will be available to the Colleges through the Child Protection Support Service for Schools.

In addition to safeguarding procedures and practices including referral to external support services, the College's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate, and the Vice Principal, in collaboration with student(s) and parents to determine the way forward in affecting change. The College may use an 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 EA 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 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 (see Support Group Method) and/or The PIKAS Method of Shared Concern, along with individual support and strength building programmes.

Appendix 3 - Understanding the Levels of Intervention (Continued)

Level 0 – One-off Incident and Level 1 – Low Level Bullying Behaviour

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
When the bullying behaviour has been assessed and is perceived to be minor or a first time occurrence select one or more of these Level 1 interventions. If the pupil is proving somewhat resistant to change he/she may be placed on the COP Stage 1 (Record of Concern). Parents/carers will need to be informed of this decision.	Select whole class such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole class strategies work best when planned, timetabled and implemented within: PD / LLW Citizenship lessons www.ccea.org.uk/	SCRIPTS: for use with individual pupils A Rights Respecting Script: This reminds the pupil who is bulling of everyone's right to be safe. Rule Reminder Script: This reminds the pupil who is bullying of the appropriate rule which has been broken. Expectation Discussion: A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour. ONE-TO-ONE INTERVIEW INTERVENTIONS Formally remind the pupil of the harm his/her behaviour is causing another and of the negative consequences to encourage the pupil to change his/her behaviour. Restorative Questioning: The five sequential, self-reflective, restorative questions enable the pupil who is bullying to take responsibility for his/her behaviour and undertake appropriate action(s) to promote reparation/restitution. Give staff/ supervisors a laminated set for consistency in managing bullying incidents. Worth a Re-Think: This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences Shared Control Discussion: This five step intervention requires the pupil to choose how he/she will respond to requests to change behaviour through being made aware of the consequences of his/her unacceptable behaviour. Think Time Discussion Sheet: Completing this encourages the pupil to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly. This discussion may inform a behaviour plan.	Pupil whose reaction to the bullying behaviour represents a low level of concern. Few if any additional needs and risk factors are present at this stage.	- Informal chat to enable pupil to identify possible solutions to current situation. - Parental support if felt appropriate at this stage. - If a trained effective Buddy /Peer Mediation support is available the pupil may wish to use this intervention. - Regular monitoring and review of situation by class/form teacher.

Level 2 – Intermediate Level Bullying Behaviour

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
Following assessment if the bullying behaviour continues and/or is considered more severe, select one or more of these Level 2 interventions which may comprise part of an Individual Behaviour Support Plan. If the pupil is resistant to change, schools may choose to place the pupil on the COP Stage 2. Parents/carers will need to be informed of this decision and involved in providing support.	Select whole class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole class strategies work best when planned, timetabled and implemented within: PD / LLW Citizenship lessons www.ccea.org.uk/	SMALL GROUP INTERVENTIONS Involving 6-8 pupils (max) who have agreed to participate and meet regularly to effect a change in the behaviour of the pupil who is bullying. The agreement of the child experiencing bullying is essential. Parents/carers of participating members will need to be informed. It is essential to keep accurate records of meetings to enable outcomes to be monitored regularly. These interventions work best when staff are trained. Quality Circles: Volunteers agree to meet regularly with a member of staff to focus on a specific bullying topic such as racism, homophobia, exclusion etc and proceed to develop, suggest, present solutions to Senior Management Team who subsequently implement and evaluate solution(s). THE SUPPORT GROUP METHOD This is a seven step, participative long-term approach which supports the target, involves volunteers from the peer groups of both the target and the young person displaying bullying behaviour and focuses on changing the behaviour of the pupil that is bullying and those who collude with him/her. Similar but not identical to timetabled class circle time. Solution Focused Support Group - Individual Behaviour Support Plan (COP Stage 2/SENCO)	Pupil whose reaction to the bullying behaviour presents a higher level of concern. Some additional needs and risk factors may be present at this stage	Meet to: - Gain bullied pupil's consent to enable the situation to be discussed with peers in his/her absence. - Receive feedback on intervention outcomes. - Agree, teach and practice coping skills (e.g. Fogging). - Strength-Building Plan for Pupil - If a trained effective Buddy / Peer Mediation support programme is available and used this should be recorded and outcomes reviewed.

Level 3 – Complex Level Bullying Behaviour

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
Following assessment, if the bullying behaviour is more complex and/or resistant to change. Pupil presenting with many additional needs and risk factors.	Select wholeclass approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PD / LLW Citizenship lessons www.ccea.org.uk/	INDIVIDUAL PUPIL INTERVENTION - Monitoring by key member of staff. - Behaviour Management Programmes, including Individual Behaviour Plan (support and strengthening), target setting with incentives and consequences. - Social and Emotional Mentoring by an identified member of staff. - Individualised strength and emotional well being building programmes eg: - Conflict resolution - Solution focussed conversations - Empathy training, mood management, anger management - Peer support/befriending/mentoring/mediation. - The Method of Shared Concern (PIKAS) interview. PARENTAL INVOLVEMENT At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with external agencies to effect change. ADDITIONAL ADVICE/SUPPORT FROM EA SERVICES AND EXTERNAL AGENCIES - Independent Counselling Service for Schools. - Restorative meetings. Contact EA.	Pupil whose reaction to the bullying behaviour is severe. Many additional needs and risk fa	Individual Pupil Work - Monitoring by key member of staff. - Individual Support Plan for strength and emotional wellbeing building programmes. - Peer support/mentoring and befriending/ mediation. - Support Group Method. - PIKAS interview. Parental Involvement At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with External Agencies to effect change. Additional advice/support from ELB Services and External Agencies Is there a need for parent to consult with GP about child?

Level 4 – High Risk Level Bullying Behaviour

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
Pupil presenting with significant concerns including mental health, criminal and/or child protection concerns. Select	Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a nonthreatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PD / LLW Citizenship lessons www.ccea.org.uk/	Refer to relevant investigative agencies: - PSNI - Health and Social Care Trust - Gateway Teams. Refer to the school's Positive Behaviour Policy and Suspension and Expulsion Policy.	Pupil representing with significant mental health, criminal and/or child protection concerns.	Refer to relevant investigative agencies: - PSNI - Health and Social Care Trust - Gateway Teams

Bullying Assessment Concern Form (BACF)

Bullying Concern Assessment Form

Incident Date:					
Pupils Involved	**Role**	**Incident Date**	**Gender**	**DOB**	**Year and Reg**

Incident	Comments

PART 1 - Assessment of Concern   Date:

Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:

"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.

	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			
Check records for previously recorded incidents			

Bullying Concern Assessment Form

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.		
Date	Information gathered	Location (Stored)

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

YES the above criteria have been met and bullying behaviour has occurred.	**NO the above criterial have not been met and bullying behaviour has not occurred.**	
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:

Bullying Concern Assessment Form

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

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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

☐ Breakdown in peer relationships

☐ Cultural

☐ Religion

☐ Political Affiliation

☐ Community background

☐ Gender Identity

☐ Sexual Orientation

☐ Family Circumstance (pregnancy, 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 _____

Bullying Concern Assessment Form

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name: Year Group/Class:

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

Parent/ carer informed: Date: By whom:

Staff Involved:

Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions
Pupil:
Parent/carer:
Other Agencies:

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

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Bullying Concern Assessment Form

Part 3b

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name: Year Group/Class:

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

Parent/ carer informed: Date: By whom:

Staff Involved:

Date	Stage on Code of Practice	Type of Intervention	Success Criteria	Action taken by whom and when	Outcome of Intervention	Review

Record of participation in planning for interventions
Pupil:
Parent/carer:
Other Agencies:

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

Bullying Concern Assessment Form

PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE
Date of Review Meeting:
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
☐ 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:	
School	Signed: Date:
Parent	Signed: Date:
Student	Signed: Date: