



**BROWNLOW INTEGRATED
COLLEGE**

ANTI-BULLYING POLICY

2015-17

DRAFT

Date ratified by Board of Governors:

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En Avant

ANTI-BULLYING POLICY

*“Understanding what bullying is and how it affects students allows us to be better equipped to effectively stop bullying behaviours”
(Finger, Craven, Parada & Yeung, 2007).*

• INTRODUCTION

Brownlow Integrated College is open to pupils of all abilities regardless of race, class or creed. We seek to bring together our diverse communities in an atmosphere of respect and trust. The College strives to be a centre of academic excellence, whilst providing opportunities for personal, social, moral and spiritual development in preparation for a meaningful adult and working life. Our motto is:

“A Belief in Creative Diverse Education”

*This policy has been developed consistent with **The Education and Libraries (Northern Ireland) Order 2003** and*

DE Circular 2003/13 - WELFARE AND PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003

Specific articles of the Legislation referring to the welfare and protection of pupils include the following:

ARTICLE 17 – DUTY TO SAFEGUARD AND PROMOTE THE WELFARE OF PUPILS

ARTICLE 18 – CHILD PROTECTION MEASURES

ARTICLE 19 – SCHOOL DISCIPLINE: MEASURES TO PREVENT BULLYING

‘Pastoral Care in Schools: Promoting Positive Behaviour’ (2001)

‘Pastoral Care in Schools: Child Protection’ (1999)

• LINKS BETWEEN THIS POLICY AND OTHER SCHOOL POLICIES

Pupil welfare embraces all aspects of pastoral care, including child protection, pupil behaviour, health and well being, safety and security. Our duty to safeguard and promote the welfare of pupils is addressed through our other school policies such as Positive Behaviour / Discipline Policy, Pastoral Care; Acceptable Use of the Internet Policy, Child Protection, Mobile Phone Policy

- **DEFINITION OF BULLYING**

Bullying is persistent, abusive behaviour in order to attain power or control over someone. These behaviours have the intent to harm, hurt or affect the rights or needs of others.

(NB. not all unkind, unacceptable behaviour is bullying behaviour) Bullying Behaviour is unacceptable, unkind behaviour, which is recurrent/persistent in which a more powerful pupil, or group, 'target' a more vulnerable pupil.)

Department of Education definition:

*"**Deliberately hurtful** behaviour, **repeated** over a period of time, where it is **difficult** for the victim **to defend him/herself.**"*

'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)

- **PRINCIPLES OF BROWNLOW INTEGRATED COLLEGE**

- *Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear.*
- *The welfare/well-being needs of all children and young people are paramount and pupils' needs, whether bully or targeted pupil, need to be separated from their behaviour.*
- *When bullying concerns are identified our school will work in a restorative and solution focussed way to achieve the necessary change.*
- *Pupils who are targeted will be listened to and supported.*
- *Pupils who engage in bullying behaviour will be listened to and supported to accept responsibility and change their behaviour*
- *Staff will receive awareness-raising training regarding bullying prevention including effective, appropriate strategies for intervention*
- *Where a concern arises, staff will receive ongoing support from Senior Leaders with Pastoral responsibility*
- *Parents will be made aware of our school's practice to prevent and to respond to concerns through parent evenings, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child.*

THE PROCESS OF PARTICIPATION AND CONSULTATION

Under legislation The Board of Governors and Principal are required to consult with pupils, parents and staff regarding positive Behaviour and bullying prevention measures which must be in place. We have met this requirement through the following ways;

Example:

- *Form / Class based workshop to negotiate and agree a Code of conduct for Positive behaviours within group used as part of the Personal Development curriculum.*
- *Awareness raising programmes through Curriculum and involvement in NI Anti-bullying Week.*
- *Obtaining the views of elected student representatives e.g. Class Council, Student Council or Prefects.*
- *Staff consulted on policy through Year/Heads & Form Teachers' forum and meetings with the Vice- Principal.*
- *Ongoing Professional Development and support for staff.*
- *Consultation with the school's Peer Mediation worker/Peer Mediators*
- *As a school we will be monitoring the effectiveness of our preventative policy - when issues arose how effective were our interventions? What learning is there from these we will identify and implement improvement/changes where appropriate*
- *We are now beginning to collect data and maintain/review records to monitor and evaluate effectiveness of policy and intervention strategies.*
- *We meet with and conduct a bullying awareness programme with all new Year 8 pupils annually through our school's Peer Mediation Programme.*
- *We place draft policy online for consultation with parents and welcome suggestions in the formation of our school policy.*
- *Regular meetings of the Pastoral Care Team allow for consultation to take place.*

There is a formal review/update of policy (every 2 years), which is followed by policy being formally adopted by Board of Governors, signed and dated.

PREVENTATIVE MEASURES

The school uses a range of measures to promote positive behaviour

- *Formulation (involving all stakeholders) and communication of school wide rules concerning Positive Behaviour expectations (e.g. classroom charters, posters, displays, incentives, pupil awards, school assemblies, workshops)*
- *School Curriculum addresses prejudice, discrimination and Social/Emotional Learning (PD /LLW & Citizenship)*
- *School wide supervision and effective, consistent behaviour management by all staff*
- *Creating Safe Havens for vulnerable pupils in identified "hot spots" (e.g. through seating arrangements, movement between classes, peer support arrangements,*
- *The use of and provision of Peer Mediation support/counselling based help from suitably skilled staff.*
- *Intervention/support from Year Heads/ Senior Leadership Team to manage behaviours/situations of concern.*
- *Opportunities for developing Positive Peer Relationships re. Peer Mediation scheme and School Council*

BULLYING BEHAVIOURS

The following are unacceptable behaviours **BUT** only constitute bullying behaviours when they are recurrent/persistent, targeted with intent and where a power imbalance between pupils is evident.

Type of incident:

1. **Physical bullying** (includes jostling, physical intimidation, punching/kicking, any other physical contact which may include use of weapons)
2. **Verbal bullying** (includes name calling, insults, jokes, threats, spreading rumours)
3. **Indirect bullying** (includes isolation, refusal to work with/talk to/play with/help others, interfering with personal property) and includes Cyber-bullying: misusing mobile phones and internet programmes to humiliate, threaten and isolate another.

Pupils may be targeted on the basis of race, religion, culture, gender, perceived sexual orientation

The 2003 Statutory Requirements (Education & Libraries NI Order) requires schools to “encouraging **good behaviour and respect for others**” and in particular **prevent** all forms of bullying.

RESPONSIBILITIES OF ALL STAKEHOLDERS

The Responsibilities of Staff

Our staff will

- Foster in our pupils self-esteem, a sense of their rights and their responsibilities to others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying behaviour with all classes, so that every pupil learns about the damage it causes to both the pupil who is targeted and the pupil who engages in bullying behaviour.
- Emphasise the importance of telling a trusted adult about bullying behaviour when it happens or is observed.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and respond appropriately.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken. (according to our pastoral care policy and structures)
- Respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change in accordance with agreed procedures.

The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- Intervene to support any pupil who is being bullied, unless it is unsafe for them to do so.
- Report any concerns or instances of bullying witnessed or suspected, to a member of staff to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Have the courage to speak out, to put an end to their own suffering and that of other potential targets.

The Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to **the appropriate Form Teacher/Year Head/ any trusted member of staff, Mr M Callender ((Pastoral Care Director/Senior Teacher) Mrs J Thompson (Deputy Designated Teacher for Child Protection/Senior Teacher)** and explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying behaviour.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keeping written records of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their child is involved in a bullying concern, to resolve the difficulty in a way which stops the behaviour recurring and meets the needs of all children

Procedures for dealing with incidents of bullying

- **the college is committed to supporting and responding to the needs of pupils; those who are targeted and those who engage in bullying behaviour)**
- We are currently investigating ways of further developing the school's system for recording incidents e.g. C2k SIMS.
- We aim to gather as much information on a bullying allegation to inform a positive, accurate and effective response. This response is to be appropriate and proportionate.
- At the college we assess appropriate interventions and plan with reference to the School's Positive Behaviour Policy and also refer to NIABF Interventions Framework and Guidance Document, Responding to Alleged Bullying Behaviour.
- All staff have a responsibility to respond to issues of bullying, passing the information to Year Heads, Pastoral Care Director or Vice Principal so that an issue can be resolved. All levels of the staff liaise to reach an appropriate outcome for pupils.
- We continually review our communication systems to ensure the best outcome for our pupils. .
- Any issues around safeguarding are passed **immediately** to the Pastoral Care Director

- *Where required, the college seeks advice, support or makes a referral to relevant Support Services e.g. EWO, Behaviour Management Team, Education Psychology, Pupil Personal Development Team, Child Protection Support Services.*
- *We continue to monitor pupils who have been targeted or who have engaged in bullying behaviours.*
- *We engage with parents of all parties and seek to resolve incidents of bullying behaviour quickly and effectively.*

Professional development of Staff

- *Mr Callender, Pastoral Care Director has received training in PPDS Anti-bullying and SELB Child Protection training*
- *The school continues to identify relevant future training needs within the School Development Planning Process. We seek to make our staff training current and relevant to the needs of all our pupils.*

Monitoring and review of policy

Our policy is monitored on an ongoing basis through the Pastoral Care Team and wider staff. Any changes considered essential can be implemented within the 2 year review cycle period.

There is a formal review/update of policy every 2 years, which is followed by our policy being formally adopted by Board of Governors, signed and dated.

SIGNATURE/DATE

Principal

SIGNATURE/DATE

Pastoral Care Director

SIGNATURE/DATE

Chair of the Board of Governors