Addressing Bullying Policy

2021-2022

Section One

Introduction and Statement

Saint Fanchea's College is committed to providing a caring, friendly and safe environment for all pupils so they can learn in a supportive, friendly and safe environment, free from bullying behaviours of any kind. We all have a responsibility to contribute, in whatever way we can, to the protection and maintenance of such an environment.

Ethos and Principles

- ❖ We are committed to a society where children and young people can live free and safe from bullying.
- ❖ We believe in a society where bullying is unacceptable and where every child and young person is safe and feels 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 Saint Fanchea's 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 school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Section Two

This policy has been developed including the legislative and policy guidance frameworks which include:

A. **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

B. **The Policy and Guidance Context**

The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)

Pastoral Care in School: Promoting Positive Behaviour (DE,2001)

Safeguarding and Child Protection in Schools (DE, 2017)

Cooperating 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)

C. The International Context

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

Section Three

Consultation and Participation

Consultation will take place in compliance with the Addressing Bullying in Schools Act NI 2016.
We will endeavour to regularly consult with parents/carers, pupils, staff and governors on
our Addressing Bullying Policy 2021 through:

Whole school questionnaires to pupils and consultative workshops (June 2021).
Questionnaires distributed to parents/carers (June 2021).
Questionnaires distributed to staff (June 2021).
A consultative evening / information event with parents/carers (September 2021)
Training with whole school staff – engagement activity for all staff, teaching and non-
teaching (August 2021).

Section Four

The Addressing Bullying in Schools Act 2016

This Act:
- ❖ 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 pupils and parents.
- ❖ Requires schools to record all incidents of bullying behaviour and alleged bullying incidents,
- ❖ Requires that the policy be updated, at least, every four years.
- ❖ Sets out under which circumstances this policy should be applied, namely:
- **In school, during the school day**
- **While travelling to and from school**
- **When under control of school staff, but away from school (e.g. school trip)**
- **When receiving education organised by school but happening elsewhere (e.g. in another school through collaboration arrangements)**

Section Five

A.   The Addressing Bullying in Schools Act 2016

(1) In this Act" bullying" includes (but is not limited to) the repeated use of:

        A.   Any verbal, written or electronic communication,

        B.   Any other act, or

        C.   Any combination of those,

   by a pupil or group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

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

B.   What is Bullying?

Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.

While bullying is usually repeated behaviour, there are instances of one-off incidents that Saint Fanchea's College will consider as bullying.

When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:

- ❖ Severity and significance of the incident
- ❖ Evidence of pre-meditation
- ❖ Impact of the incident on individuals (physical/emotional)
- ❖ Impact of the incidents on wider school 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 school's Behaviour Management Policy.

The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

Verbal or Written Acts

- ❖ Saying mean and hurtful things to, or about, others
- ❖ Making fun of others
- ❖ Calling another pupil mean and hurtful names
- ❖ Telling lies or spreading false rumours about others
- ❖ Trying to make other pupils dislike another pupil/s

Physical Acts

- ❖ Hitting
- ❖ Kicking
- ❖ Pushing
- ❖ Shoving
- ❖ Material harm, such as taking/stealing money or possessions or causing damage to possessions

Omission (Exclusion)

- ❖ Leaving someone out
- ❖ 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 someone

These are not exhaustive lists and other behaviours which fit with the definition may be considered bullying behaviour.

Definitions of Emotional and Physical Harm

A. Emotional

Emotional or psychological harm is intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem.

B. Physical harm

Physical harm is intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

Section Six

Motivations behind Bullying

Motivation behind bullying 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.

Language of Bullying

Bullying is an emotive issue; therefore, it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, we will not refer to a child as a" bully", nor will we refer to a child as a "victim". Instead we will refer to the child by describing the situation surrounding that child, for example,

A child displaying bullying behaviours
A child experiencing bullying behaviours

We encourage all members of the school community to use this language when discussing bullying incidents.

Facts about Bullying (Change Starts with Use Report, 2019)

- One in four pupils in the UK report to be being bullied a lot or always
- Children and young people who are involved in school bullying go to school less, have poorer relationships with their teachers, and are less likely to feel safe or included within the school.
- Disabled children, LGBQT+ children and those with special educational needs are around twice as likely to be bullied
- Bullying and cyberbullying remains in the top 4 reasons that 11-16 year olds call Childline
- Research has found that at any one time over 16,000 young people aged 11-15 in the UK are missing education primarily due to bullying
- Pupils who have received bullying behaviours are more likely to experience a range of physical symptoms such as sleepless nights, bedwetting, abdominal pain and headaches, and psychological symptoms such as depression, self-harm, suicidal ideation and anxiety
- There is evidence that cyberbullying may have unique negative effects on self-esteem, and increase depression and anxiety symptoms
- UK Research has found that bullying happens in school (83%), other flashpoints included pupils' journey to and from school (26%) and time spent online (30%).

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Section 7

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Preventative Measures

A. Key actions will be taken forward with the aim of preventing bullying and creating a safe learning environment. Examples of these include:

- ❖ Raising pupil / parental awareness and understanding of the positive behaviour expectations as set out in our Behaviour Management Policy / student planner
- ❖ Promotion of anti-bullying messages throughout the curriculum.
- ❖ Addressing issues in Assemblies, PSE lessons and Pastoral Time such as the various forms of bullying, including the how and why it can happen.
- ❖ Participation in the N Ireland Anti Bullying Week Activities.
- ❖ Engagement in key national and regional campaigns, for example, Safer Internet Days
- ❖ Through the preventative curriculum actively promoting positive emotional health and well-being (including raising an awareness of intercultural / LGBQT+ issues) to support pupils in exploring, understanding and responding to difference and diversity.
- ❖ Development of peer-led systems – e.g. School Council to support the delivery and promotion of key anti-bullying messaging within the school / use of senior prefects as Anti-Bullying Ambassadors
- ❖ Development of effective strategies at break time and lunchtimes, for example, staff supervision, zoning of areas to meet the needs of all pupils.
- ❖ Involvement in meaningful and supportive shared education projects and initiatives supporting pupils to explore, understand and respond to difference and diversity.
- ❖ Staff training to raise awareness and understanding of the expectations set out in the Addressing Bullying Policy / Behaviour Management Policy

B. To and from school

We will strive to develop a culture where pupils from Saint Fanchea's College take pride in their school and are viewed as ambassadors for their school within the community. To this end we regularly remind our pupils how to behave in a positive manner and the school's expectations whilst travelling to and from school.

The measures that the school will take to challenge unacceptable behaviours include:
- ❖ the implementation of peer monitoring systems on buses or walking,
- ❖ regular engagement with transport providers
- ❖ appropriate deployment of staff to support the transition from the school day to journey home (supervision at the turning circle in the morning and at the end of the school day)

C. Electronic Communication

The measures that the school will take to prevent bullying through electronic communication include:

- ❖ Addressing key themes of online behaviour through, Assemblies, Pastoral Care Time and PSHE lessons.

- ❖ Participation in Anti- Bullying Week Activities

❖ Engagement with key statutory and voluntary sector agencies, for example, C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-safety forum.

❖ Participation in annual Safer Internet Day and promotion of key messages throughout the year.

❖ Continued update and implementation of robust and appropriate policies in related areas, for example, the Acceptable Use of the Internet Policy, Mobile Phone Policy.

Section 8

Responsibility

Everyone has responsibility for working together to create a safe and supportive learning environment for all members of our school community.

Pupils	Parents / Carers	School
Be an 'upstander' not a 'bystander' Consider the impact of your words and actions Know you can make a difference Say hello and be empathetic Focus on what's on the inside instead of someone's appearance Include everyone	Take the time to talk and find out about your daughter's day Develop an understanding of the technology your daughter is using and how they are using it Teach your daughters about empathy Put yourselves in your daughter's shoes and be aware of the issues they face	Listen to and involve pupils in the solution Develop a restorative approach which examines the root causes of bullying behaviours Be aware of how much bullying is going on, who it is happening to, how it is happening and where it is happening. Record incidents of bullying. Provide training for school staff about bullying and online bullying Help pupils understand each other when bullying happens Perceive bullying as a barrier to learning and a risk to our mental health Ensure all pupils feel included in school, and that school staff have respectful and caring relationships with pupils Know about 'hotspot' areas of where bullying behaviours are more likely to happen

We have the responsibility to:

- ❖ Foster positive self esteem
- ❖ Behave towards others in a mutually respectful way
- ❖ Model high standards of personal pro-social behaviour
- ❖ Be alert to signs of distress and other possible indications of bullying behaviours

- ❖ Inform the school of any concerns relating to 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 experiencing bullying by reporting to staff immediately
- ❖ Emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
- ❖ Explain the implications of allowing the bullying behaviour to continue unchecked,for themselves and/or others.
- ❖ 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 – internal and external
- ❖ Resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the need of all parties.

Section 9

Pupils Reporting a Concern

It is important that we all stand up together in our school community so a pupil can raise a concern about bullying behaviour, not just the person who is experiencing the bullying behaviour.

When pupils have a bullying concern they should talk to any member of staff (Form Teacher / Assistant Principal / Principal / Behaviour Management Coordinator) or a member of staff they trust.

Parents/ Carers Reporting a Concern

It is very important for parents/carers to:

- ❖ Raise concerns about alleged bullying behaviour in school at the earliest opportunity.
- ❖ Encourage their daughter to react appropriately to bullying behaviour and to not do anything to retaliate or" hit back".
- ❖ In the first instance all bullying concerns should be raised either with the Form Teacher, the Assistant Principal (Mrs Harron), Behaviour Management Coordinator (Mrs Teague), Key Stage 3 Coordinator (Mrs McGee)
- ❖ Where a parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaint procedure should be followed.

All reports of bullying concerns received from pupils and/or carers will be responded to in line with this policy and feedback will be given to the person who made the report of concern. It must be noted that <u>no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers</u>.

Section 10

Responding to a Bullying Concern

The processes outlined below provide a framework for how Saint Fanchea's College will respond to any bullying concerns identified.

1. Clarify facts and perceptions
2. Check records
3. Assess the incident against the criteria for bullying behaviour
4. Identify any themes or motivating factors
5. Identify the type of bullying behaviour being displayed
6. Identify the Intervention Level
7. Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions which are reflected within the Behaviour Management Policy.
8. Track, monitor and record the effectiveness of interventions
9. Review outcomes of interventions
10. Select and implement further intentions as necessary.

When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the well-being of those involved. Where appropriate, school staff will implement sanctions for those displaying bullying behaviours.

Understanding the Levels of Intervention

Level 1 Intervention - Low Level Bullying Behaviour

Interventions at Level 1 are to help individual pupils 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.

<p align="center"><strong style="color:red">NEVER ignore low level bullying behaviour.</p>

Staff will;

*   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 experiencing bullying to explore whether she has in any way provoked the bullying behaviour.

*   Help the pupil experiencing bullying to identify ways in which 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 a 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.

- Follow-up 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 Principal, Head of Pastoral Care (Mrs Harron), Behaviour Management Coordinator (Mrs Teague) and the Senior Leadership Team, in collaboration with pupil(s) and parents to determine the way forward in affecting change.
This planning may occur through a multi-agency discussion, involving 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 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.

In addition to safeguarding procedures and practices including referral to external support services (e.g. EA Post Primary Behaviour Support & Provisions), the school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.

Role of Post Primary Behaviour Support & Provisions Service (Education Authority):

- To provide a social, behavioural, emotional and wellbeing support and intervention service to schools and young people.

- To support education staff who are seeking advice and practical strategies to meet needs of the young people with challenging behaviour through the delivery of training and consultation with schools, as well as policy and practice development.

- To support young people and their school to plan for inclusion to help maintain placement in mainstream school.

- To liaise closely with a range of EA Support Services, Health and Social Care professionals, and other associated agencies to ensure the most effective support is provided.

- To provide part time and full time educational provision to meet specific, identified pupil needs in partnership with the pupil's mainstream school.

(https://www.eani.org.uk/services/post-primary-behaviour-support-provisions)

Section 11

Recording

The school will centrally record all relevant information related to reports of bullying concerns, including:

- ❖ How the bullying behaviour was displayed (method)
- ❖ The motivation for the behaviour
- ❖ How each incident was addressed by the school
- ❖ The outcomes of the interventions employed.

Records will be kept on the online SIMS Behaviour Management Module which is part of the C2k system in schools and our Record of Bullying Behaviour Incidents Sheet / BCAF. Access to these records will be restricted and only provided to those members of school 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 school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

Section 12

The Professional Development of Staff

The school clearly recognises the need for appropriate and adequate training for staff, including teaching and non-teaching staff.

Staff will be provided with appropriate opportunities for professional development as part of the schools ongoing CPD/PRSD provisions and records updated regularly.

Section 13

Monitoring and Reviewing of Policy

It is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness of the Addressing Bullying Policy.
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.
- ❖ Identify trends and priorities for action
- ❖ Assess the effectiveness of strategies aimed at preventing bullying behaviour.
- ❖ Assess the effectiveness of strategies aimed at responding to bullying behaviour.

This Addressing Bullying Policy will be reviewed as required, in consultation with pupils and their parents/carers on or before the date of the final draft date 4 years from now.

Section 14

Other Policies

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

- ❖ Behaviour Management Policy
- ❖ Pastoral Care Policy
- ❖ Child Protection & Safeguarding Policy
- ❖ Learning Support Policy
- ❖ Health and Safety Policy
- ❖ Relationships and Sexuality Education Policy
- ❖ E-safety Policy and acceptable use of Internet Policy
- ❖ E-Safety Policy
- ❖ Mobile Phones Policy
- ❖ Staff Code of Conduct Policy
- ❖ Handling Complaints Policy
- ❖ Educational Visits Policy

e-Safety Policy

Saint Fanchea's College embraces the advantages of modern technology in terms of the educational benefits it brings, however we are mindful of the potential for bullying to occur. Central to the School's Addressing Bullying Policy is the belief that 'all pupils have a right not to be bullied' and that 'bullying is always unacceptable'. We also recognize that it must 'take note of bullying perpetrated outside the college which spills over into school life and impacts any pupil within the college'.

DEFINITION OF CYBER-BULLYING

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.
By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms, to include Facebook, YouTube and Ratemyteacher

LEGAL ISSUES

Cyber-bullying is generally criminal in character. The law applies to cyberspace.

- It is unlawful to disseminate defamatory information in any media including internet sites.

- Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
-

Saint Fanchea's College educates its pupils both in the proper use of telecommunications and about the serious consequences of cyber bullying and will, through PSHE and in ICT lessons, presentations from external agencies (e.g. PSNI) and assemblies, continue to inform and educate our pupils in these fast-changing areas.

GUIDANCE FOR PUPILS

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/carer, your Form teacher, the e-Safety Coordinator (Mrs Cassidy), Principal (Mr Collins), Pastoral Care Coordinator (Mrs Harron) or the Behaviour Management Coordinator (Mrs Teague)

- Do not answer abusive messages but log and report them
- Do not delete anything until it has been shown to your Form Teacher or a member of staff, (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out your personal IT details
- Never reply to abusive e-mails
- Never reply to someone you do not know
- Stay in public areas in chat rooms
- Download the Safer Schools App (https://ineqe.com/safer-schools-ni/)
- Access the e-Safety page on the website for Saint Fanchea's College for support and guidance (http://www.saintfancheascollege.com/e-safety/)

GUIDANCE FOR PARENTS

- It is vital that parents and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying.

- Parents can help by making sure their daughter understands the school's policy and, above all, how seriously Saint Fanchea's College takes incidents of cyber-bullying

- Parents should also explain to their daughters the legal issues relating to cyber-bullying

- If parents believe their daughter is the victim of cyber-bullying, they should save the offending material (if need be by saving an offensive text on their or their child's mobile phone) and make sure they have all relevant information before deleting anything

- Parents should contact the Assistant Principal (Mrs Harron) / Principal (Mr Collins) as soon as possible. A meeting can then be arranged, which may involve other relevant members of staff

- If the incident falls in the holidays or outside of school time, Saint Fanchea's College reserves the right to take action against bullying perpetrated outside the school which impacts on any of our pupils

- All parents / carers are encouraged to download Safer Schools App (https://inege.com/safer-schools-ni/)

- All parents / carers are encouraged to access the e-Safety page on the website for Saint Fanchea's College for support and guidance (http://www.saintfancheascollege.com/e-safety/)

STRATEGIES AND PROCEDURES TO DEAL WITH REPORTED INCIDENTS OF BULLYING BEHAVIOUR WITHIN LEARNING PARTNERSHIPS AND OTHER SCHOOLS / EDUCATIONAL SETTINGS

Saint Fanchea's College has collaborative partnerships with the following:

- Fermanagh Learning Community
- CCMS Collaboration (St Joseph's College, Enniskillen / St Mary's College, Irvinestown)
- South West College

Each school in the partnerships will:

- devise strategies within a Service Level Agreement that actively promotes a welcoming, positive learning environment for all.
- recognise equally the culturally diverse nature of the pupils and staff within the schools.
- ensure that all provision is open and accessible to all pupils, regardless of identity, background and in a manner that takes account of their abilities.

The Fermanagh Learning Community will address the Addressing Bullying Policy as part of the Induction process prior to the new academic year. Mechanisms such as the 'buddy system' will provide support for collaborative pupils as they embark on their studies across the Learning Community.

The procedures for dealing with bullying incidents across the Fermanagh Learning Community are set out in **Appendix 7**

APPENDIX 1

STRATEGIES FOR THE PREVENTION AND REDUCTION OF BULLYING

Whole school initiatives and proactive teaching strategies can be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These may include:

- Making national Addressing Bullying week a high profile event each year

- Awareness raising through regular Addressing Bullying assemblies

- Prominently displaying anti-bullying posters around the school

- PSHE Programme used to support this policy

- Setting up of a circle of friend's support network where a small group of pupils volunteer to help and support an individual experiencing difficulties

- Using drama activities and role-plays to help pupils be more assertive and teach them strategies to help them deal with bullying situations

- Using praise and rewards to reinforce good behaviour

- Encouraging the whole school community to model appropriate behaviour towards one another

- Using teaching methods, which encourage co-operative work and a variety of groupings, so that pupils extend their relationships beyond a small group of friends.

- Development of a Mentoring scheme

- Dealing with the topic of bullying, in a way which explores why it happens and gives alternative ways of behaving and dealing with difficulties.

- Introduction of a structured Counselling Service

- A commitment to consult with and to inform pupils and parents fully about the policy and procedures in place to combat bullying.

- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the Addressing Bullying Policy {Appendix 6 a, b and c}

APPENDIX 2

GUIDELINES FOR PUPILS

WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as you can.
- Tell someone you can trust – it can be a teacher, a learning support assistant, a midday supervisor, a parent, a friend, another pupil, a brother, a sister or a relative
- Ask a friend to go with you when you tell someone.
- Keep a record of what's been happening and refer to it when you tell someone
- Keep on speaking out until someone listens and helps you.
- Don't suffer in silence. Remember your silence is the bully's greatest weapon.
- Don't blame yourself for what is happening.
- You could call CHILDLINE (Tel. 0800 1111). They provide a 24-hour confidential counselling service for young people in trouble or in danger. These calls are free and do not show up on your phone bill.

WHAT CAN YOU DO IF YOU SEE SOMEONE ELSE BEING BULLIED?

Ignoring bullying is cowardly and unfair to the person being bullied. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger.
- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the person being bullied know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help. ⬜ Ask someone you trust about what to do.

APPENDIX 3

POSSIBLE SIGNS AND SYMPTOMS OF BULLYING

A child may indicate by signs or behaviour that he/she is being bullied. Everyone should be aware of these possible signs:

- Unwillingness to attend school/truancy

- Anxiety about travelling to and from school/avoiding regular travelling times

- Underachievement

- Loss of concentration/enthusiasm/interest in school/changed behaviour

- Repeated non-specific reasons for surgery visits – headache/stomach-ache

- Unexplained changes in mood especially before returning to School after holidays/weekends

- Physical signs of anxiety – stammering/nightmares/sleep difficulty/loss of appetite / nausea/ withdrawal

- Physical bruising/torn clothes

- Loss of self-esteem/confidence/mood swings

- Books torn or destroyed/missing possessions

- Reluctance to say what is wrong

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

APPENDIX 5

USEFUL CONTACTS

The following is a list of support for teachers, parents and pupils.

Childline (www.childline.org.uk/Bullying) 0800 1111 (helpline for children)

NI Anti-Bullying Forum (www.niabf.org.uk/cms/) advice for teachers, parents and young people.

Anti-bullying Network (www.antibullying.net/) advice for teachers, parents and young people.

Kidscape (www.kidscape.org.uk/) provides advice for teachers, parents and young people. 08451 205 204 (helpline for adults only)

NSPCC (www.nspcc.org.uk) Tel:0808 800 5000

urzone website, (www.urzone.com/) is sponsored by the Police Service of Northern Ireland (PSNI) and provides advice and help on a range of issues affecting young people in Northern Ireland, including guidance on how to stay safe online.

Centre for Exploitation and Online Protection (www.ceop.gov.uk/) also provides a facility for reporting abuse on the Internet.

Kidsmart (www.kidsmart.org.uk/) is a website, dealing with Internet safety programmes.

BBC www.bbc.co.uk/schools/parents/bullying/

Kidscape
152 Buckingham Palace Road LONDON, SW1 9TR
Helpline for Parents:
0171 730 3300 [10.00 am - 4.00 pm Monday-Friday]
They provide free leaflets and booklets for parents, children and teenagers about bullying.

National Child Protection Helpline
Freephone: 0800 800 500
A 24-hour helpline for anyone concerned about a child at risk of abuse [including bullying].
Children may use this facility themselves.

Parents' Advice Centre
Franklin House 12 Brunswick Street BELFAST, BT2 7GE
Telephone: 028 9023 8800 [a 24-hour helpline]
This is a service for parents and young people in Northern Ireland. It offers listening support, in addition to guidance and counselling relating to any family problem.

APPENDIX 7

PROCEDURE FOR DEALING WITH BULLYING BEHAVIOUR WITHIN THE FLC

STEP 1

Any incident of bullying should be reported to your own school. The incident should be reported to the Assistant Principal (Mrs Harron) and the Coordinator of the Fermanagh Learning Community (Mr D Gamble). The Assistant Principal will listen to the report, make notes and contact the designated link staff member in the partner school. The Assistant Principal and the designated link staff member in the partner school will carry out an investigation and will communicate regularly and share information. Confidentiality where appropriate and sensitivity will be used.

STEP 2

If it is concluded that a pupil has engaged in bullying behaviours, it will be made clear that this is a breach of the FLC Service Level Agreement / Code of Conduct. (This communication will be done by the child's own school) The pupil's own school reserves the right to apply sanctions, in line with its Behaviour Management Policy, in response to a breach in the Code of Conduct.

STEP 3

Parents may be notified of any serious or persistent incidents and may be requested to attend an interview with staff at their child's own school.

STEP 4

If appropriate and if agreed, a support package would be put in place for those involved. This may include a 'buddy', counselling or any other support such as mediation.

STEP 5

After an agreed period of time, a follow up meeting with those involved would be carried out. This would allow staff to gauge any progress made or unresolved issues to be tackled.
If having reported an incident of bullying in their child's school to his/her coordinator, parents may follow the procedures outlined in the school's Handling Complaints Policy if outstanding concerns still remain.

This policy will be reviewed every year

Date of next review – September 2022

Principal ……………………………… Date ……………….

Chair of the Board of Governors ……………………………..

Date …………………..