Anti-Bullying Policy

1. Anti-Bullying Policy Statement

At Sullivan Upper Preparatory Department, we provide a caring and welcoming environment. We take pride in having a happy and contented body of pupils who know that their opinions and views, alongside their rights as individuals, are respected and valued. We believe all forms of bullying behaviour are unacceptable. This policy reflects the school aim of maintaining a safe, caring and happy environment for all pupils and adults. We have included the updates from the publication of Addressing Bullying in Schools Act (NI) 2016.

2. Context

This policy is informed and guided by current legislation and Department of Education Guidance listed below.

The Legislative Context:

- Addressing Bullying in Schools Act (Northern Ireland) 2016.
- The Education (School Development Plans) Regulations (Northern Ireland) 2010.
- The Education (2006 Order) (Commencement No. 2) Order (Northern Ireland) 2007.
- The Education and Libraries Order (Northern Ireland) 2003.
- The Human Rights Act 1998.
- The Education (Northern Ireland) Order 1998 Article 3.
- The Children (Northern Ireland) Order 1995
- Health and Safety at Work NI Order 1978.

DE Guidance:

- Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors 2019.
- Pastoral Care in Schools: Promoting Positive Behaviour (DE, 2001).
- Safeguarding and Child Protection in Schools; A Guide for Schools (DE, 2017 updated 2019):
- 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's Policies and Procedures (SBNI, 2017).

The International Context:

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

n:\Downloads\anti_bullying_policy FINAL June 2023 BOG (1).docx	First Approved by Board of Governors : May 2012
Printed: 26/09/2023 page no. 1 of 17	Reviewed by Board of Governors: May 2017

Anti-Bullying Policy

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 pupils and parents;
- requires schools to record all incidents of bullying behaviour and alleged bullying incidents;
- 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 (eg. School trip)
- When receiving education organised by school but happening elsewhere (eg. Another school in the area)
- Requires that the policy be updated every four years

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

The Welfare and Protection of Pupils Education and Libraries Order (NI) 2003, requires the Principal to:
- include measures to prevent bullying among pupils when deciding on measures to encourage good behaviour;
- consult with registered pupils and their parents before deciding on measures to encourage good behaviour.

The Education (2006 Order) (Commencement No. 2) Order (N. Ireland) 2007 relate to pupils attending through the Area Learning community and requires the Board of Governors to:
- safeguard and promote the welfare of all pupils attending their school whether registered or not;
- ensure that policies are pursued to promote good behaviour and discipline of all pupils whether registered or not.

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 (Article 19);
- be protected from discrimination (Article 2);
- express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously (Article 12);

Anti-Bullying Policy

3. Policy

The school will do everything within its capacity to:

- Encourage a whole-school approach to bullying, so that effective teaching and learning can take place for all in a safe and secure environment
- Prevent bullying from occurring, through its pastoral provision, classroom management and curriculum
- Support and protect any pupil who is the victim of bullying
- Have a consistent approach to dealing with incidents of bullying swiftly and effectively, prioritising an assessment of the risk to the victim
- Identify and take appropriate action against those responsible for bullying, particularly those who persist in bullying behaviour.

4. Definitions

The Addressing Bullying in Schools Act (NI) 2016 provides the following legal definition of bullying:

(1) In this Act "bullying" includes (but is not limited to) the repeated use of:
(a) any verbal, written or electronic communication,
(b) any other act, or
(c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

(2) For the purposes of subsection (1), "act" includes omission.
This can be summarised as follows:

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.
Whilst bullying is usually repeated behaviour, there are instances of one-off incidents that the school 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

Anti-Bullying Policy

- previous relationships between those involved
- any previous incidents involving the individuals

Cyber bullying has been defined as the "use of the Internet and related technologies to harm other people, in a deliberate, repeated, and hostile manner".
The following are some categories of cyber bullying:

- inappropriate text messaging;
- insulting/embarrassing material/pictures/video clips via mobile phone camera;
- silent or abusive messages;
- email bullying;
- chat room bullying;
- inappropriate instant messaging;
- inappropriate use of websites including web logs (blogs), social networking and online polling sites.

Many of these categories will not be accessible to pupils through school, but however they are accessed, the pupils may well feel the impact at school and will be dealt with accordingly through the School's Anti-Bullying and Discipline policies

There may be various motivations behind bullying including those named in the Act. These 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

Bullying is an emotive issue; therefore, it is essential that we ensure we use supportive, understanding language when discussion these matters. For that reason, we will not refer to a

Anti-Bullying Policy

child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child 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.

5. Preventative measures

We aim to promote a strong anti-bullying ethos within the school and the wider school community. We aim to prevent bullying and create a safe environment by taking preventative measures including the following:

- raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy;
- promotion of anti-bullying messages through the curriculum eg inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion;
- addressing issues such as the various forms of bullying, including the how and why it can happen, through the Pastoral programme and Anti-bullying week in November
- through the preventative curriculum in PDMU lessons and activities
- engagement in key national and regional campaigns, eg Safer Internet week in February
- development of peer-led systems (eg School Council) to support the delivery and promotion of key anti-bullying messaging within the school;
- development of effective strategies for supervision, eg training for supervisors, zoning of outside areas, split lunches, inclusion of specific resources and provision of lunchtime clubs to meet the needs of all pupils;
- focused assemblies to raise awareness and promote understanding of key issues related to bullying;
- development of effective strategies for the management of unstructured times (eg break time, lunch);
- provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, music, drama and Eco-warriors

While many of the measures outlined above will support the development of an anti-bullying culture, there are a number of ways schools can further build upon this related specifically on the journey to and from school.

Anti-Bullying Policy

This includes:
- developing a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community.

This includes:
- regular reminders of the positive behaviour expectations of pupils in all aspects of school life empowering pupils to challenge inappropriate and unacceptable behaviour of their peers

The anti-bullying legislation gives the school the authority to takes steps to prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school. The school raises awareness of the nature and impact of online bullying and supports pupils to make use of the internet in a safe, responsible and respectful way. This includes:
- addressing key themes of online behaviour and risk through the taught PDMU and ICT especially 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 (eg 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;
- developing and implementing robust and appropriate policies in related areas

6. Responsibility

The school recognises that everyone shares a responsibility for creating a safe and supportive learning environment for all members of the school community. Everyone in the school community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together 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 behaviour;
- inform the school of any concerns relating to bullying behaviour;

Anti-Bullying Policy

• refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity;

• 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 telling a trusted person about bullying behaviour when it happens or is observed;

• explain the implications of allowing the bullying behaviour to continue unchecked, for

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 needs of all parties

7. Individual Responsibilities

It is important that everyone recognises the difficulties which may be encountered in implementing the anti-bullying policy. In this regard:

Board of Governors should:

- Regularly review measures taken by the school: whilst children are on the premises during the school day; while travelling to and from school in the school term; while a pupil is in the lawful control or charge of a member of staff; and while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the school premises.
- Maintain a record of all incidents of bullying or alleged bullying whilst the pupil is in any of the above categories.

Staff should:

- take reports of bullying seriously
- record incidents using the proforma
- give feedback to all concerned in line with agreed procedures
- participate in regular training
- celebrate appropriate behaviour choices

Pupils should:

Anti-Bullying Policy

- report incidents of bullying at the time of it happening
- act in a supportive and respectful manner to fellow pupils
- adhere to and promote the school's anti-bullying policy and procedures

Parents should:

- stress to their children the importance of positive social behaviour
- report concerns to the school
- actively support the school's anti-bullying policy

8. Pupils Reporting a Concern

Pupils are encouraged to raise a bullying concern with any member of staff (teaching and non-teaching). ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour.

Pupils can raise concerns by any of the following;
• verbally - talking to a member of staff;
• by writing a note to a member of staff;

9. Parents/Carers Reporting a Concern

Parents/Carers are encouraged to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Parents/Carers are reminded of the need to encourage their son/daughter to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

Anti-Bullying Policy

The following process should be followed:

The class teacher

If the parent/carer 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…..

A member of the Senior Leadership Team (SLT)
(Mrs Matthews, Mrs Wilson, Mrs Patterson, Mrs Callen or Ms Gordon)

If the parent/carer is not satisfied that appropriate action has been taken by a member of the SLT to prevent further incidents, or where further incidents have taken place, the concern should be reported to ……..

The Head of the Preparatory Department
Mrs Ballard

If the parent/carer is not satisfied that appropriate action has been taken by the Head of Preparatory Department to prevent further incidents, or where further incidents have taken place, the concern should be reported to……

The Principal of the Senior School
Mr Mairs

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed.
A copy of the Complaints Procedure is available on the school website
or via the school office.

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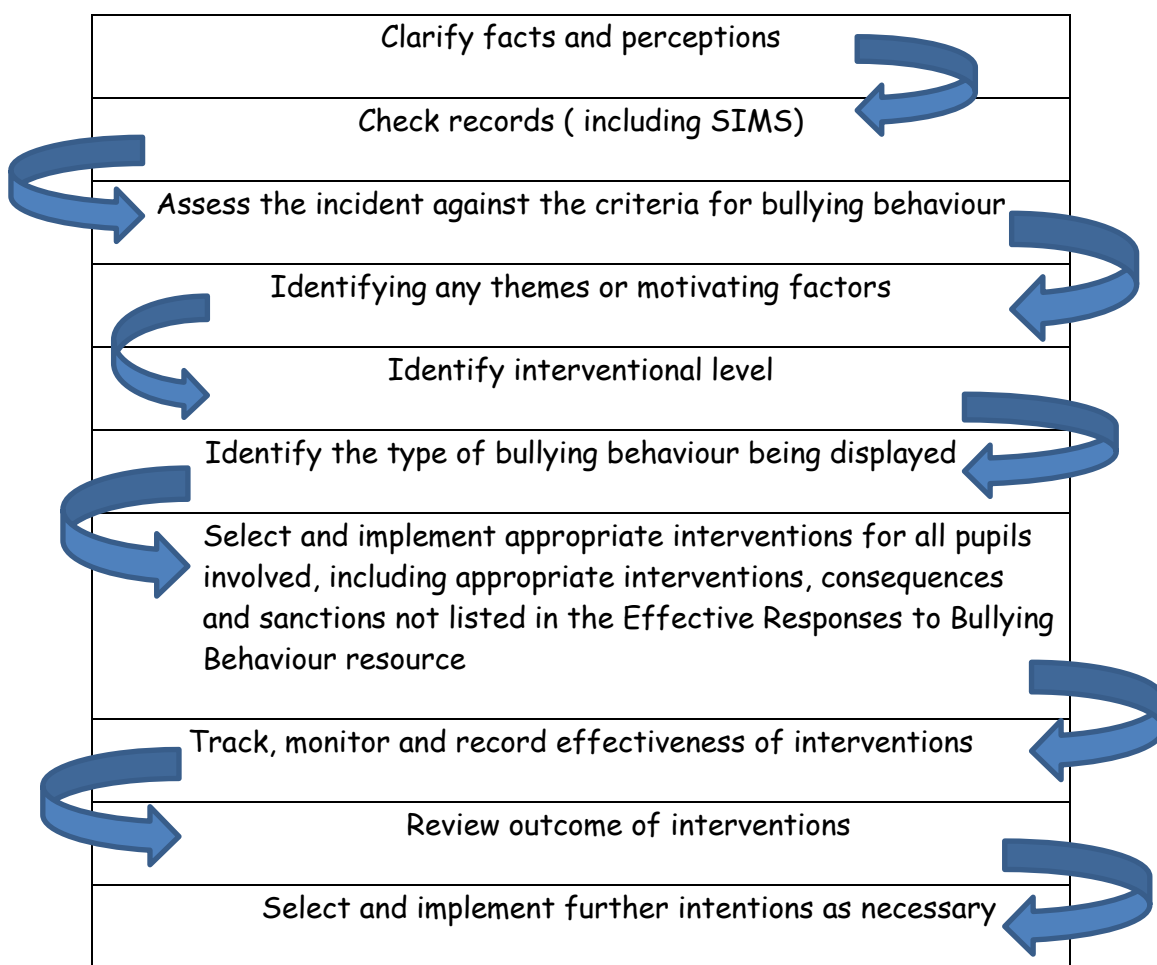
Anti-Bullying Policy

10.   **Procedures for Investigating Alleged Incidents of Bullying behaviour**

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

Using the NIABF 'Effective Responses to Bullying Behaviour resource', the members of staff responsible shall:

Clarify facts and perceptions
Check records (including SIMS)
Assess the incident against the criteria for bullying behaviour
Identifying any themes or motivating factors
Identify interventional level
Identify the type of bullying behaviour being displayed
Select and implement appropriate interventions for all pupils 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

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

Anti-Bullying Policy

The school will centrally record all relevant information related to reports of bullying concerns, including:
- how the bullying behaviour was displayed (the method);
- the motivation for the behaviour;
- how each incident was addressed by the school;
- the outcome of the interventions employed.

Records will currently be kept in paper and then uploaded to the online SIMS Behaviour Management Module, which is part of the C2k system in schools. 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. Paper records will be kept in the locked filing cabinet in the Head of Department's office.

11. Professional development of all staff

The school recognises the requirement for appropriate and adequate training for all staff (teaching and non-teaching). This includes;

- ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions;
- noting the impact of the training given on both the policy and its procedures - eg any amendments made, inclusions added etc;
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff - teaching and non-teaching.

12. Links with other policies Positive Behaviour Policy.
- Pastoral Care Policy.
- Safeguarding and Child Protection Policy (inc. Staff Code of Conduct).
- Special Educational Needs Policy.
- Health and Safety Policy.
- Relationships and Sexuality Education Policy.
- E-Safety, Acceptable Use and Digital Media Policy.
- Mobile Phone Policy.
- Educational Visits Policy.

Anti-Bullying Policy

13.   Reporting Procedures

Any incidents involving bullying behaviours will be reported to the Prep Committee.

14.   Some Helpful Addresses

Kidscape
Helpline: 08451 205 204
Telephone: 020 7730 3300
www.kidscape.org.uk
They provide free leaflets and booklets for parents, children and teenagers about bullying.

Childline
Freephone: 0800 111 1111
www.childline.org.uk
A 24-hour helpline for children and young people in danger or distress or with any problems. They also welcome calls from young people who display bullying behaviour and want to talk to someone about their behaviour.

NSPCC National Child Protection Helpline
Freephone: 0800 800 5000
www.nspcc.org.uk/Helpline
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
Freephone: 0808 8010 722
Telephone 028 9031 0969
www.parentsadvicecentre.org
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.

British Association of Counselling and Psychotherapy
Telephone: 01455 883300
www.bacp.co.uk
Members of BAC have experience of a wide range of counselling.

Anti-Bullying Campaign
Helpline: 020 7378 1446   They produce leaflets and information for parents.

Anti-Bullying Policy

Incident date

Pupils involved	Role	Incident date	Gender	DOB	Class

Incident	Comments

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 bullying behaviour			
Name of pupil(s) demonstrating bullying behaviour			
Check records for			

Anti-Bullying Policy

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (ie other pupils, staff). Include dates of event(s), the type of information gathered and where the information is stored (ie on paper or in SIMS).

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

Anti-Bullying Policy

One-off incident

When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision-making process:	
Criteria:	**Information gathered**
Severity and significance of the incident	
Evidence of pre-medication	
Significant level of physical/emotional impact on individuals	
Significant level of impact on wider school community	
Status/nature of previous relationships between those involved	
Records exist of previous incidents involving the individuals	

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:	

Anti-Bullying Policy

PART 2

2:1 Who was targeted by this behaviour? Select one or more of the following (tick)	
Individual to individual	
Individual to group	
Group to individual	
Group to group	

2:2 In what way did the bullying behaviour present? Select one or more of the following (tick)	
Physical (jostling, physical intimidation, interfering with personal property, punching, kicking)	
Any other physical contact which may include the use of weapons	
Verbal (inlcudes 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:_____

Anti-Bullying Policy

2:3 motivation (underlying themes) this is not a definitive list Select one or more of the following (tick)	
age	
Appearance	
Cultural	
Religion	
Political affiliation	
Community background	
Gender identity	
Sexual orientation	
Family circumstances (pregnancy, marital status, young carer)	
Looked after status (LAC)	
Peer relationship breakdown	
Disability (related to perceived or actual disability)	
Ability	
pregnancy	
race	
Not known	

Other:_____