



Glengormley High School

DRAFT

Addressing Bullying Policy

January 2020

Review due June 2020

Mr A Hodge

GLENGORMLEY HIGH SCHOOL

ANTI-BULLYING POLICY

GLENGORMLEY HIGH SCHOOL VISION

Glengormley High School aims to provide a welcoming, safe and caring environment where everyone is respected, valued and encouraged to achieve their full potential. This vision is realised through the 'Glengormley Way', where all pupils aim to Be Safe, Be Ready and Be Respectful, and where staff recognise the need for 'unconditional positive regard'. We set high standards of learning, celebrate success and strive to promote a partnership between school, parents and the community to prepare our young people for adult life.

At Glengormley High School we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment.

Introduction

Our policy applies to all staff, governors, visitors and volunteers working in the school.

All staff, teaching and non-teaching, have responsibility for the care, welfare and safety of pupils. The school's vision statement and Pastoral Care Policy emphasise the caring aspects of the school's ethos, highlighting that children should be brought up in a safe environment that promotes their welfare and safeguards them.

This policy has been developed using the legislative and policy/guidance framework listed below.

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:

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

The key points to note are:

- 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. 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)
 - Education (A.28)

Principles

The following principles underpin the anti-bullying work in Glengormley High School.

- 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 the whole school.
- 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.

Consultation and Participation

This policy has been developed in consultation with registered pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

Consultation with registered pupils.

- Consultative workshops with pupils
- Class-based activities
- Whole school questionnaires distributed to all pupils
- Creation of a reference group of pupils, eg. the School Council

Consultation with parents/carers.

- Information events with parents/carers
- Consultative workshops with parents/carers
- Questionnaires distributed to all parents/carers
- Engagement with parent groups

Consultation with school community.

- Staff survey for all staff, teaching and non-teaching
- Engagement activity for all staff, teaching and non-teaching
- Representative members of staff involved in writing anti-bullying policy
- Engagement event, or questionnaires, for those connected to the school (eg. local clergy, local supporters, external agencies that regularly provide input, etc.)

What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 defines bullying as:

Addressing Bullying in Schools 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.

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.

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 Positive Behaviour 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 spread false rumours about others
 - try 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 of a game
 - 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 (eg. photographs or videos) online to embarrass someone

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

There are 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
- 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 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 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.

In determining 'harm' we define:

- Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem.
- Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

Preventative Measures

At Glengormley High School these actions will be taken forward, with the aim of preventing bullying and creating a safe learning environment.

- 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
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PD

- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- Through the preventative curriculum actively promote positive emotional health and wellbeing
- Participation in the Northern Ireland Anti Bullying Framework (NIABF) annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns
- Development of peer-led systems to support the delivery and promotion of key anti-bullying messaging within the school
- Development of effective strategies for playground management
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying
- Development of effective strategies for the management of unstructured times
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks

Glengormley High School will put in place the following preventative measures to prevent bullying behaviour on the way to and from school.

- Development of 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 whilst travelling to and from school.
- Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. This may include the implementation of peer monitoring systems on buses, trains and for those walking.
- Regular engagement with transport providers to ensure effective communication and the early identification of any concerns.
- Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community including information on how to raise any concerns with the school.
- Appropriate deployment of staff to support the transition from school day to journey home.

Glengormley High School will take 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. School will raise awareness of the nature and impact of online bullying and support their pupils to make use of the internet in a safe, responsible and respectful way.

- Addressing key themes of online behaviour and risk through PD, 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 (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.

Responsibility

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
- 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 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 needs of all parties

Reporting a Bullying Concern

Pupils Reporting a Concern

If a pupil has a bully concern they can:

- Verbally- talk to Head of Year or form tutor
- By writing a note to a member of staff (eg. in a homework diary)

ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour.

Parents/Carers Reporting a Concern

- In the first instance, all bullying concerns should be reported to the Form Tutor
- 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 Year or Vice-Principal.
- Where the parent is not satisfied that appropriate action has been taken by the Head of Year/Vice-Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal.

- Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed.

Responding to a Bullying Concern

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

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

- Clarify facts and perceptions
- Check records (SIMS/BMM)
- 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 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.

Recording

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
- 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 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 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.

Professional Development of Staff

Appropriate and adequate training will take place for staff, including teaching and non-teaching school staff.

- all staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
- safeguarding training is afforded to Governors and all staff – teaching and non-teaching
- CPD records will be kept and updated regularly

Monitoring and Review of Policy

To appropriately monitor the effectiveness of the Anti-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

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

This Anti-Bullying Policy shall be reviewed annually or as required, in consultation with pupils and their parents/carers.

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
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Relationships and Sexuality Education
- E-Safety Policy (Acceptable Use of Internet and Mobile Phones)
- Educational Visits
- Staff Code of Conduct

Update and Review

This policy is reviewed annually. It was last updated in January 2020.

Signature Principal

Signature Chair, Board of Governors

Date

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