



ANTI BULLYING POLICY



"In partnership with parents, guardians, staff, governors and students St Louise's promotes excellence in learning and teaching within a Catholic, Vincentian, Comprehensive ethos"

SECTION 1:

INTRODUCTION

Respect for oneself and for others is a core value in St Louise's College. Bullying in any form is fundamentally a lack of respect for another person's dignity and rights.

Bullying behaviour of any sort is unacceptable and will not be tolerated in our school.

The 2003 Statutory Requirements supports us in this stance since it requires all schools to "encourage good behaviour and respect for others" and in particular to prevent all forms of bullying.

1.1 LINKS TO OTHER SCHOOL POLICIES

Our duty to safeguard and promote the welfare of students is addressed through this policy and other school policies such as the:

- Acceptable Use of ICT Policy
- Child Protection Policy
- Concerns-Complaints Policy
- Drugs Policy
- Mobile Phone Policy
- Pastoral Care Policy
- Positive Behaviour Policy
- Relationships and Sexuality Education Policy
- Use of Reasonable Force Policy

1.2 DEFINITION OF BULLYING

Bullying is "the repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights and needs of another or others."

1.3 CORE PRINCIPLES

- Students and staff have the right to feel happy, safe and included
- Students have a right to learn in a safe and supportive environment, free from intimidation and fear
- The welfare needs of all students are paramount. We will endeavour to meet the needs of the student who has been bullied and the student who has displayed the bullying behaviour
- When bullying concerns are identified our school will work in a restorative and solution focused way to achieve change
- Students who are targeted will be listened to and supported
- Students who engage in bullying behaviour will be listened to and supported to accept responsibility and change their behaviour
- Parents will be made aware of our school's practice to prevent and 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
- Staff will receive awareness raising training regarding bullying and bullying prevention
- Students will be advised as to what they should do if they are being bullied or if they see another student being bullied

1.4 BULLYING BEHAVIOURS

Bullying can take many forms but the main types are:

- **Physical bullying** – (hitting, kicking, jostling, punching, taking another person's belongings)

- **Verbal bullying** – (name calling, insulting, making offensive remarks, spreading rumours, making threats)
- **Social/Non-Verbal/Indirect bullying** – (excluding, offensive gestures, unpleasant notes, refusing to work with/talk with/help others)
- **Emotional bullying** – (personal comments, graffiti, making one feel isolated/unhappy)
- **Cyber bullying** – (through technology such as mobile phones and internet)
- **Racial bullying** – (related to skin colour, culture and religion)
- **Homophobic bullying** – (related to perceived or actual sexual orientation)
- **Disability bullying** – (related to perceived or actual disability)
- **Sectarian bullying** – (related to religious belief and/or political option)

These categories of bullying are often interrelated.

All of these behaviours are unacceptable but only constitute bullying when they are recurrent/persistent, intentionally harmful, involve an imbalance of power and cause feelings of distress, fear, loneliness and lack of confidence in those at the receiving end of them.

1.5 PREVENTATIVE MEASURES – STRATEGIES TO PREVENT OR REDUCE BULLYING

Positive Behaviour and Effective Relationships

- Formulation and communication of school wide rules concerning Positive Behaviour expectations (eg classroom charters, posters, displays, school assemblies)
- School wide supervision and effective, consistent behaviour management by all staff
- Opportunities for developing Positive Peer Relationships (Peer support/Peer mentoring)
- Creating Safe Havens for vulnerable students in identified “hot spots” (eg seating arrangements, movement between classes, peer support arrangements)

Curriculum and Pastoral Programme

- School curriculum which addresses prejudice, discrimination and Social/Emotional Learning (PD/LLW and Citizenship)
- Positive engagement in and promotion of the Northern Ireland Anti Bullying Forum’s anti bullying campaign, particularly through their annual Anti Bullying Week

School Council

- Opportunities for students to discuss bullying through – Year Councils/School Council

SECTION 2:

RESPONSIBILITIES OF ALL STAKEHOLDERS

2. 1 The Responsibilities of Staff

Our staff will –

- promote an ethos of respect for self and for others
- ensure a safe environment for all
- foster in our students' self-esteem, a sense of their rights and their responsibilities to others
- demonstrate by example the high standards of personal and social behaviour that we expect of our students
- highlight bullying behaviours and encourage openness about them through the Pastoral Programme and assemblies
- 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
- respond to bullying behaviour promptly and effectively, in an assertive and confident manner
- follow up any complaint by a parent about bullying and report back promptly and fully on the action which has been taken
- involve parents as appropriate
- support the student who has been bullied and the student who has displayed the bullying behaviour through the Pastoral Care system as defined in the Pastoral Care Policy and through the ladder of support as defined in the Positive Behaviour Policy

2.2 The Responsibilities of Students

Our students will -

- respect themselves and others
- know their rights and responsibilities in terms of their own safety and the safety of others
- refrain from getting involved in any kind of bullying behaviour
- intervene to support any student who is being bullied, unless it is unsafe for them to do so
- have the confidence to report any concerns or instances of bullying witnessed or suspected to a member of staff
- confide in their parents as well as their teachers if bullying is happening
- practise self-control and not retaliate violently to any forms of bullying

2.3 The Responsibilities of Parents

Our parents will –

- promote an ethos of respect for self and for others
- encourage their daughter/son to have confidence in themselves and to have confidence in the staff around them in school
- discourage in their daughter/son any tendency to exhibit bullying behaviour
- watch for signs of distress or unusual behaviour in their children, which might be evidence of bullying
- discuss with their child any fears/experiences of what appears to be bullying behaviour
- be sympathetic and supportive towards their children, reassuring them that action will be taken to address any bullying concerns
- advise their children not to retaliate violently to any forms of bullying behaviour

- advise their children to report any incidents of bullying to their Form Tutor/Head of Year immediately
- inform the school of any suspected bullying immediately
- co-operate with the school, if their child is involved in a bullying concern
- attempt to resolve situations/difficulties outside of school which may carry over in to the school
- refer to and use our Concerns/Complaints Policy if they are unhappy with the school's response to any bullying concern

SECTION 3:

PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING

All reported incidents of bullying will be investigated and dealt with.

The level of response will be dictated by the severity of the incident/behaviour and the reaction of the child.

There are 4 levels of response:-

Levelled responses:

Level 1 - Form Tutor

- ✓ Less Severe Bullying Behaviours
- ✓ Student's reaction to the bullying behaviour represents a low level of concern

Level 2 - Head of Year

- ✓ Continued Less Severe Bullying Behaviours
- ✓ Student's reaction to the bullying behaviour represents a higher level of concern

Level 3 - Year Team and Additional Needs Co-ordinator

- ✓ Severe Bullying Behaviours – resistant to change
- ✓ Student’s reaction to the bullying behaviour is severe

Level 4 - Year Team, Additional Needs Co-ordinator, Designated Teacher for Child Protection and Principal

- ✓ Severe Bullying Behaviours - leading to suspension/expulsion
- ✓ There are significant mental health and/or Child Protection “safeguarding concerns” for the student involved

At all levels staffs’ key role is to provide advice and support for the student who has been bullied and for the student who has displayed the bullying behaviour.

It is also essential that parents of both parties receive support.

3.1 SUMMARY OF LEVEL 1 INTERVENTION – FORM TUTOR INTERVENTION

- Less Severe Bullying Behaviours
- Student’s reaction to the bullying behaviour represents a low level of concern

At Level 1 we will promote the safety and security of the student who has been bullied by -

- reassuring them that they do not deserve to be bullied and that the bullying is not their fault
- trying to ensure that they feel safe in school
- affirming that bullying in school can and will be stopped
- trying to ascertain the extent of the problem
- encouraging them to talk about how they feel
- discussing and agreeing strategies they can use to keep them safe

- asking them to report immediately any further incidents to us
- informing their teachers
- involving their friends in peer support/a buddying scheme

3.2 SUMMARY OF LEVEL 2 INTERVENTION – HEAD OF YEAR INTERVENTION

- Continued less severe bullying behaviours
- Student's reaction to the bullying behaviour represents a higher level of concern

At Level 2 we will promote the safety and security of the student who has been bullied by taking all steps noted in Intervention at Level 1.

Additional support will also be offered during meeting with parent/guardian where relevant such as;

- Support from a Peer, Buddy or Mentor
- Family Works Counselling

At Level 2 we will promote the safety and security of the student who has been displaying bullying behaviour by:

- Meeting with student and parents to discuss concerns and support strategies
- Organise additional pastoral support such as; circle time, small group intervention programme where appropriate
- Review meetings arranged every 4 weeks as required with parents and student
- Student placed on Stage 2/3 of COP and reports to Head of Year daily

3.3 SUMMARY OF LEVEL 3 INTERVENTION – HEAD OF YEAR/LEADER OF LEARNING/ASSISTANT PRINCIPAL/ADDITIONAL NEEDS CO-ORDINATOR INTERVENTION

- Severe Bullying Behaviours – resistant to change
- Student’s reaction to the bullying behaviour is severe

At Level 3 we will promote the safety and security of the student who has been bullied by taking all steps noted in Intervention at Level 1 and 2.

Additional support will also be offered during meeting with parent/guardian which may include support from a Peer, Buddy or Mentor, Family Works Counselling and/or any other appropriate sources of support from relevant external community agencies.

At Level 3 we will promote the safety and security of the student who has been displaying bullying behaviour by:

- Meeting with student and parents to discuss concerns and support strategies
- Organise additional pastoral support such as; circle time, small group intervention programme where appropriate
- Review meetings arranged every 4 weeks as required with parents and student
- Student placed on Stage 2/3 of COP and reports to Head of Year daily
- Individual Behavioural Plan developed to support student

3.4 SUMMARY OF LEVEL 4 INTERVENTION – ASSISTANT PRINCIPAL/VICE PRINCIPAL/ ADDITIONAL NEEDS CO-ORDINATOR/ DESIGNATED TEACHER FOR CHILD PROTECTION AND PRINCIPAL’S INTERVENTION

- Severe Bullying Behaviours
- There are significant mental health and/or Child protection “safeguarding concerns” for the student involved

At Level 4 we will promote the safety and security of the student who has been bullied by taking all steps noted in Intervention at Level 1-3.

Additional support will also be offered during meeting with parent/guardian as required.

SECTION 4:

MONITORING AND REVIEW OF POLICY

The Pastoral Vice Principal will monitor and evaluate the Anti Bullying Policy annually. This will involve consultation with students, parents and staff.

ANTI-BULLYING POLICY

Name: _____

Class: _____

Running Record:

When incident occurred				
Where incident occurred				
Person/s involved				

Nature of concern

Level:

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Conclusions:

Date: _____

Signature: _____

Position: _____