

# St. Patrick's Academy



## Anti-Bullying Policy

2021

# ST PATRICK'S ACADEMY, LISBURN

## ANTI-BULLYING POLICY



St Patrick's Academy is committed to promoting the dignity, self-esteem and full development of each person who is made in God's image and is uniquely loved by God. In striving to ensure each child's right to a high quality education within a safe and nurturing learning environment, St Patrick's is very clear about our attitude to bullying: **we have a zero tolerance policy**. Bullying in any form is unacceptable.

### **Rationale:**

### **Context**

This policy is informed and guided by current legislation and DE Guidance listed:

### **Legislative Context**

- Health and Safety at Work NI Order 1978 The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (Northern Ireland) Order 1998 Article 3 – see DE 1998/25
- Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003
- The Education (2006 Order) (Commencement No.2) Order (Northern Ireland) 2007
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- Addressing Bullying in Schools Act (Northern Ireland) 2016

### **Policy and Guidance Context**

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

### **Consultation and Participation**

This policy has been developed in consultation with registered pupils, School Council, parents, carers, staff and Governors. This policy will be reviewed at least every 3 years in consultation with pupils, parents, teachers and governors.

### **Definition - What is Bullying?**

The **Addressing Bullying in Schools Act (Northern Ireland) 2016** defines bullying as, but not limited to, the **repeated** use of –

- a. any verbal, written or electronic communication,
- b. any other act, or

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- 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. This may also include **the act of omission**.

The Northern Ireland Anti-Bullying Forum define bullying as – usually **repeated behaviour** that **intentionally hurts, harms or adversely affects the rights and needs of another and others**.

It should be noted that any behaviours regarded as socially unacceptable will be dealt with in line with our **Positive Behaviour Policy**.

Based on DE guidance provided, bullying behaviours will be intentional, targeted, repeated\* and cause physical or emotional harm. The school considers harm to be:

- physical harm – intentionally causing injuries such as bruises, cuts, broken bones, burns
- emotional harm – intentionally causing distress, anxiety, humiliation or impacting

*\*In some instances, a one-off incident may be considered bullying behaviour. When determining if this is the case the school will consider the following:*

- the severity and significance of the incident,
- evidence of pre-meditation,
- impact of the incident on individuals and the wider school community,
- previous relationships between those involved,
- and any previous incidents involving those individuals.

### **Incidents associated with bullying behaviour**

Bullying behaviours can take a range of forms as noted below.\*\*

#### **Physical:**

- includes jostling, physical intimidation, punching/kicking, any other physical contact which may include use of weapons.
- indirect contact e.g. spitting, throwing objects at someone, unacceptable gestures, taking or causing damage to personal belongings, defacing personal property.
- taking images of another pupil without their permission and/or sharing these with others.

#### **Verbal (& written):**

- includes name calling, insults, jokes, threats, spreading rumours;
- taunting; teasing; name-calling; mocking another due to physical characteristics, race, personal beliefs, sexual orientation, achievements or (perceived) personality traits, using abusive language;
- issuing threats.
- spreading rumours.

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### Indirect:

- includes isolation, refusal to work with/talk to/play with/ help others, interfering with personal property and includes cyber-bullying: misuse of mobile phones and internet programmes to humiliate, threaten and/or isolate another
- omission or excluding someone from a social group.
- blackmail, forcing someone to do something against his/her will.

### Electronic:

- through the use of technology such as mobile phones and internet
- by text, by email, through use of chatrooms, via social media sites or by other web-based facilities. This may also include Impersonating someone online to cause upset/hurt.

**(\*\*list is not exhaustive)**

### Recording of bullying type incidents

At St. Patrick's Academy, records of bullying behaviours will be recorded and stored electronically, with only staff directly responsible for the records through their role or responsibilities in school having access to these records. As well as recording the type of bullying behaviours and names of those exhibiting or experiencing bullying type behaviours, we will also record the motivations for the behaviours, which may include: age, appearance, breakdown in peer relationships, cultural, religion, political affiliation, community background, gender identity, etc.

The aim of St Patrick's is that all members of the School community have equal rights and are encouraged to have a genuine concern for one another through the promotion of a strong spiritual, respectful and tolerant community that values diversity and mutual understanding.

It is important to have the co-operation of parents, pupils and staff in this respect.

### Strategies for Preventing Bullying

- Consistent implementation of our Positive Behaviour Policy
- Fostering in our pupils self-esteem, self-respect and respect for others through the delivery of the pastoral development programme, assemblies and Class Tutor time.
- Ensuring that every child knows that they can speak to any member of staff at any time if they are concerned about bullying. Staff will listen to children who have experienced bullying type behaviours and take what they say seriously as well as acting to support and protect them. Staff will then report suspected cases of bullying to the relevant Class Tutor and Year Head or Vice Principal (who will then report to the Principal).
- Addressing bullying through the school council discussions, PSE programme, Year Assemblies, Peer Mentoring Service and participation in whole school Anti-Bullying week, Cyber Bullying training, and Safer Internet Day.
- Provision of a bespoke Peer Mentoring service where pupils can discuss their concerns with a trained 6<sup>th</sup> Form Peer Mentor who will provide counselling and advice. In cases where the

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incident requires staff intervention, Peer Mentors will immediately pass the matter to the relevant pastoral team who will follow it up.

- Monitoring and reviewing supervision arrangements in areas such as the canteen, playgrounds, pitches, corridors and toilets.
- Whole staff vigilance for signs of distress and other indications of bullying both inside and outside the classroom.
- Train staff in the recognition and reporting of bullying type behaviours through staff development and INSET programmes
- Ensuring pupils and parents have an understanding of how to report incidents of bullying type behaviours
- Allocating prefects to act as mentors for junior school classes, ensuring they know how and when to report any concerns they may have or are passed to them by a pupil.
- Working with external bodies such as Translink to ensure that unacceptable behaviour is not tolerated on journeys to and from school.

### **Guidelines for Staff**

*The best defence against bullying is knowledge of the individual.*

- 1 The Class Tutor may notice a pupil's demeanour at Registration which might indicate bullying
  - 2 A high absence rate or deterioration in pupil's progress could be indicators
  - 3 Subject teachers in the classroom could be alerted through overhearing a whispered remark or a veiled threat from the person displaying bullying behaviour
  - 4 Observations made by supervising staff during the school day may also prove useful
  - 5 Staff may also notice issues during class and break-time periods
  - 6 *Pupils may also report issues to prefects or peer mentors who will play a key role in helping to resolve the situation based on the principles of mutual respect, understanding and tolerance \**
- See Appendix 1 for Referral Form*

In order to raise awareness among pupils about what bullying is and appropriate courses of action are taken to prevent it. The whole School curriculum plays an invaluable part as bullying is explored in all areas.

### **PROCEDURES TO DEAL WITH PUPILS DISPLAYING OR EXPERIENCING BULLYING BEHAVIOUR**

#### **Class Tutor**

- Information on or indications of bullying should be reported initially to the Class Tutor. This information may come from a number of sources such as the pupil, classmates, teachers, supervisory staff, parents, etc.
- The Class Tutor should record the information and interview those concerned. It is important that this is done as soon as possible in order that the pupil will feel protected. It may also be important, depending on circumstances, that this is done discreetly

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### Year Head

- Information should be passed immediately to the Year Head who should record the incidents and interview those concerned. It is important that this is done as soon as possible in order that the pupil will feel protected. It may also be important that this is done discreetly
- At this stage the Year Head should consider whether or not the incident is an actual case of bullying and if SMT/Safeguarding team, parents, should be informed

The Year Head should decide on a programme to alleviate the problem. This should include some or all of the following:

- 1 Reassurance for the pupil and helping to restore self-confidence
- 2 Helping the pupil to plan self-protective strategies and responses to future incidents
- 3 Arranging for trained mentors to support the pupil
- 4 Reviewing situation at a set date
- 5 Possible referral to other agency, e.g. School Counsellor, psychologist, EWO etc.
- 6 Interviewing those deemed to be involved to obtain a written record of what has happened
- 7 Stressing that bullying behaviour is unacceptable
- 8 Making arrangements for recompense (in line with the restorative ethos of our Positive Behaviour Policy), if necessary
- 9 Involvement of parents
- 10 Ongoing monitoring of situation
- 11 Take appropriate action/intervention depending on circumstances of the event
- 12 Contacting parents of those involved, where it is deemed necessary
- 13 Possible referral to another agency

### Staff Bullying

Staff may also experience bullying behaviour. If instances occur, then:

- Mediation should initially take place with those involved
- Follow Staff Grievance procedures which are available from SMT/Trade Union Representatives

### Links to other Policies:

- Pastoral Care Policy
- Positive Behaviour Policy
- Safe Use of ICT Policy
- Safeguarding Policy
- Teaching & Learning Policy
- Staff Code of Conduct
- GDPR Policy

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### Telephone and Web Support for Young People

Who can Help?	What Do They Do?	What Topics Can They Help With?	How Can They be Contacted?
Anna Freud National Centre	Supporting young people's mental health during periods of disruption	Anxiety Mental health	<a href="http://www.annafreud.org">www.annafreud.org</a>
Lifeline	Crisis response line for people in distress or despair	Depression Mental health Suicidal thoughts Textphone users (for deaf and hard of hearing):	0808 808 8000  18001 0808 808 8000
Childline	Childline provides support and guidance on multiple topics including:	Bullying You and your body Home and Family Relationships Sex School	0800 1111  <a href="http://www.childline.org.uk">www.childline.org.uk</a> 1-2-1 counsellor chat
The MIX	Crisis messenger text service	Alcohol Homelessness Suicidal thoughts General advice Mental health Sex/ relationships	0808 808 4994
NSPCC	Advice on safeguarding and child protection issues and somewhere to report concerns Web support for teenagers	Safeguarding Child abuse Child protection	0808 800 5000  <a href="http://www.there4me.com">www.there4me.com</a>
Aware	Aware is a mental health charity working exclusively for those with depression and mental health concerns	Depression Bipolar disorder	02890 357 820
Frank	Confidential advice on drugs	Alcohol Drugs	0300 123 6600
SIMON Community	Support for individuals and families who are at risk of becoming homeless	Homelessness Housing	0800 171 2222
Informing Choices NI	Advice on sexual health	Sexual health Pregnancy Contraception STDs Access to family planning	0345 122 8687  Monday - Friday 9-5

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Common Youth Clinics	Clinics, advice & guidance on sexual health	Emergency contraception Pregnancy testing Counselling	02890 328 866
Domestic and Sexual Violence Helpline	Advice for anyone affected by domestic and sexual violence	Domestic violence Sexual violence	0808 802 1414
The Migrant Centre NI	Financial Health and Well being		euss@migrantcentreni.org
Cara-Friend/ LGBT Switchboard NI	Support and counselling for the Gay, Lesbian and Transgender communities	LGBTQ+ advice Sex and relationship advice	0808 8000 390
Women's Aid	Specialist services for women, children and young people who have experienced domestic and sexual violence.	Domestic Violence Sexual violence Relationships	0808 802 1414
Family Support NI	Website to access support in your area – for a wide range of issues – giving local contact details		<a href="http://www.familysupportni.gov.uk">www.familysupportni.gov.uk</a>

Reviewed by:	R. Clarke (Vice-Principal), G. McCann (Principal)	(September 2021)
	Reviewed by Pastoral Team	(September 2021)
	Reviewed by Staff	(September 2021)
	Reviewed and agreed by the School Council	(November 2021)
	Reviewed by Parents	(November 2021)
	Approved by Board of Governors	(September 2021)

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Appendix 1

# Peer Mentor Referral Form

Forename: \_\_\_\_\_ Surname: \_\_\_\_\_

Class: \_\_\_\_\_ Form Tutor: \_\_\_\_\_ Year head: \_\_\_\_\_

Issue with pupil

Green

Amber

Red

Reason for referral to appropriate persons

Referral needed?    YES                      NO

Print mentor name: \_\_\_\_\_

Member of staff referred too (if applicable): \_\_\_\_\_

Signature of mentor:      x   \_\_\_\_\_

Signature of staff receiving referral:      x   \_\_\_\_\_