

# **Anti-Bullying Policy Coláiste Feirste**

## **Introduction**

- Coláiste Feirste through its Anti-Bullying Policy strives to meet its statutory duty under the Education and Libraries (Northern Ireland) Order 2003 to prevent and tackle all forms of bullying, giving a clear definition of what constitutes bullying behaviour.
- To prepare all students for life with citizenship skills
- To build an inclusive environment where every child can fulfil their potential
- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect targets of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.

## **School Context**

Coláiste Feirste is an all-ability non-denominational co-educational Irish-medium post primary school for 11-19 year old pupils. We aim to provide the full range of curriculum and educational opportunities in order to develop highly educated and confident young people who have choices in life and who can be leaders in the Irish-speaking community.

The Irish language is central to the ethos of the school. Students are encouraged to be confident and assured in their own identity and culture but aware and appreciative of other cultures and traditions. While studying the wide range of subjects available at Coláiste Feirste our pupils have the opportunity to learn and use the enormous vocabulary associated with these subjects and so achieve a level of fluency and confidence in Irish which they could not achieve elsewhere. Coláiste Feirste offers the opportunity for pupils to bring to fruition the benefits of their Irish-medium education, begun at primary school.

## **Pastoral Care**

This Anti-Bullying Policy is an integral part of Coláiste Feirste's overall Pastoral Care Policy in that we aim to provide a friendly and caring atmosphere based on emotional intelligence, strong relationships and mutual respect in which pupils can learn effectively and develop personally. There is a vibrant school community which views each child as part of the Irish language family and is concerned to meet their individual needs. Wherever they go in life, our pupils remain part of the Coláiste Feirste family.

## **Consultation and communication**

Coláiste Feirste's Anti-Bullying Policy was drafted in consultation with pupils, parents and staff.

The Vice-Principal for pastoral care, working with Coláiste Feirste's Pastoral Team, has overall responsibility for consultation and implementation of the Anti-Bullying Policy.

Staff are made aware of Coláiste Feirste's Anti-Bullying Policy through training. Pupils are made aware of Coláiste Feirste's Anti-Bullying Policy through assembly, Citizenship class, posters throughout the school, the Pupil Diary and on the school web site.

Parents are made aware of Coláiste Feirste's Anti-Bullying Policy through, the School Prospectus, parent evenings, the Pupil Diary and through the School web Site.

## **Definition of Bullying**

Bullying can take many forms, including

- name-calling,
- taunting,
- mocking, and making offensive personal comments;
- threatening and intimidating;
- creating situations in which someone is humiliated, or made to look ridiculous, or gets into trouble;
- playing tricks and pranks;
- spitting,
- kicking and hitting;
- pushing and jostling, and 'accidentally' bumping into someone;
- hiding, damaging or taking belongings;
- leaving people out of groups or games or social occasions;
- spreading hurtful and untrue rumours.
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- Several of these behaviours plainly involve the use of words.
- Several, however, equally plainly, may be non-verbal, involving body language, gesture and facial expression.
- Non-verbal behaviours can be just as hurtful and intimidating as those that involve abusive language.
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**Cyber bullying** differs from other forms of bullying. It can take place at any time and can invade previously safe places such as the home. The audience can be very large and reached very quickly. The perpetrator may never be in the same physical space as their target and may attempt to remain anonymous. Many cyber bullying incidents can themselves act as evidence and it is important that in all settings staff and adults know how to deal with incidents. Information and support on internet safety can be found in the school's internet safety policy.

Categories of cyber bullying

- Text messages
- Picture/video clip bullying via mobile phone cameras
- Phone call bullying (abusive calls)
- Email bullying
- Chat room bullying
- Bullying through Instant Messenger (real – time conversations online)

## **Procedures for dealing with incidences of bullying behaviour, including contact with parents and external agencies**

Each case of bullying will be dealt with individually and follow-up action will be tailored to meet the individual needs of the pupils concerned. The following steps will be followed.

### *1. Reporting of an incident*

When a bullying incident is reported, the information will be passed on to the following people:

The Form Teacher of the child involved.

The Year Head of any child involved

The Key Stage Manager

The Vice Principal for Pastoral Care

### *2. Investigation of an incident*

Please remember that the school can only act if they are aware that a problem exists and on the outset It is important to note that all pupils involved, (no matter how minor), will be questioned in order to reach the facts. We have a policy of no blame until a full investigation is completed and all the facts are known.

An investigation will normally be carried out by the Year Head of the child involved, in co-operation with any class teachers concerned.

Pupils involved will be interviewed and a record made of their responses using the Alleged Bullying Incident Recording Form (Recording Form Appendix 1)

Parents of all pupils involved will be informed of the school's action up to this point and will be kept informed of subsequent action.

### *3. Agreeing a plan for resolution*

Working with the pupils concerned, the Year Head will devise a plan for resolution of the conflict. This plan will include targets for acceptable behaviour and will set out support measures which will be provided for the pupils concerned. (Action Plan Form Appendix 1)

Any disciplinary action required will use the system of sanctions which is set out in the school's discipline policy.

### *4. Reviewing the situation*

The situation will be monitored and formally reviewed within one month of the initial report.

This will be done by the Year Head, in co-operation with the other teachers, pupils and parents concerned.

### *5. Involvement of other agencies in provision of support*

When necessary, the school will draw on support from a range of outside agencies including Education Welfare Officer, Behaviour Management Team and the Educational Psychology Service. In most instances, the school will seek to deal with the situation from within its own resources. However, if it becomes clear at step 3 or 4 that outside help is needed, the school will not hesitate to avail of it.

## **Levels of Intervention**

Coláiste Feirste follows a level of intervention approach as laid out by the NI Anti-Bullying Forum.

Levels are graded from 1 – Low level bullying behaviour, through to 4- Serious bullying behaviour.

(Refer to Appendix 3 Levels of Intervention)

## **Curriculum, Teaching and Assessment**

Coláiste Feirste is committed to delivering an anti-bullying preventative curriculum across a diverse range of subjects, which raises awareness, challenges unacceptable behaviour and stereotypes, and proactively celebrates diversity and inclusion

## **Monitoring and Evaluation**

Coláiste Feirste in conjunction with it's governors, staff, pupils and parents are committed to review the Anti-Bullying Policy every two years and to take account of any legal or societal/environmental changes.

## Appendix 1

# Bullying Concern Assessment Form Part 1

Assessment of Concern Date \_\_\_\_\_

Name:

Class :

Person(s) reporting concern :-

Name of targeted pupil(s)

Name of Pupil(s) involved

Does the behaviour involve?

Individual to individual 1:1 Individual to Group Group to individual

Group to group

### Type of incident and Theme (if applicable):

Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons)

Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours)

Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others)

Disability (related to perceived or actual disability)

Cyber (through technology such as mobile phones and internet)

Homophobic (related to perceived or actual sexual orientation)

Racist (related to skin colour, culture and religion)

Sectarian (related to religious belief and/or political opinion)

Other \_\_\_\_\_

Is there persistence/recurrence of this behaviour? Yes / No Is it targeted behaviour? Yes / No Is there a power imbalance? Yes / No Is it intentionally hurtful behaviour? Yes / No Does this incident meet your school's agreed definition of bullying? Yes / No

**Outline of incident(s):** Attach all written accounts/drawings of incident(s) completed by bullied pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.

Check records for previously recorded incidents

**PART 2 - Details of interventions to be implemented in response**

**2.1 PUPIL(s) WHO HAS BEEN BULLIED:**

**REFER TO LEVEL 1-4 INTERVENTIONS**

**OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED**

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Provide outline details of the level and type of intervention with:

peer group \_\_\_\_\_

whole class \_\_\_\_\_

On-going support/monitoring to be provided \_\_\_\_\_ (daily, weekly  
by \_\_\_\_\_ (named staff) and will be formally  
reviewed by \_\_\_\_\_ (date)

Have parent(s) been informed / involved? Yes / No (Give details)

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Referral to other agencies- If yes please  
specify \_\_\_\_\_

Any other details (please specify)

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**2.2 PUPIL(S) WHO HAS BEEN DISPLAYING BULLYING BEHAVIOUR:  
REFER TO LEVEL 1-4 INTERVENTIONS  
OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED**

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Provide outline details of the level and type of intervention with:  
peer group

whole  
class \_\_\_\_\_

On-going support/monitoring to be provided \_\_\_\_\_  
(Daily, Weekly) by \_\_\_\_\_ (named staff)

Have parent(s) been informed / involved? Yes / No (Give details)

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Referral to other agencies (please specify)

Any other action (please specify)

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Suspension

Expulsion

Other (please specify)





## Appendix 2 INTERVENTION TABLES

### Level 1 – Low Level Bullying Behaviour

#### Pupil Displaying Bullying Behaviour

When the bullying behaviour has been assessed and is perceived to be minor or a first time occurrence select one or more of these Level 1 interventions. If the pupil is proving somewhat resistant to change he/she may be placed on the COP Stage 1 (Record of Concern). Parents/carers will need to be informed of this decision.

#### The Pastoral Curriculum

Select **whole-class** approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within:  
PDMU (Personal Development and Mutual Understanding) / LLW (Learning for Life and Work) Citizenship lessons  
[www.ccea.org.uk/](http://www.ccea.org.uk/)

#### Interventions

##### **SCRIPTS: for use with individual pupils**

**A Rights Respecting Script:** This reminds the pupil who is bullying of everyone's right to be safe.

**Rule Reminder Script:** This reminds the pupil who is bullying of the appropriate rule which has been broken.

**Expectation Discussion:** A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour.

##### **ONE-TO-ONE INTERVIEW INTERVENTIONS**

Formally remind the pupil of the harm his/her behaviour is causing another and of the negative consequences to encourage the pupil to change his/her behaviour.

**Restorative Questioning:** The five sequential, self-reflective, restorative questions enable the pupil who is bullying to take responsibility for his/her behaviour and undertake appropriate action(s) to promote reparation/restitution. Give staff/ supervisors a laminated set for consistency in managing bullying incidents.

**Worth a Re-Think:** This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences

**Shared Control Discussion:** This five step intervention requires the pupil to choose how he/she will respond to requests to change behaviour through being made aware of the consequences of his/her unacceptable behaviour.

**Think Time Discussion Sheet:** Completing this encourages the pupil to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly. This discussion may inform a behaviour plan.

#### Targeted Pupil

Pupil whose reaction to the bullying behaviour represents a low level of concern. Few if any additional needs and risk factors are present at this stage.

#### Target Interventions

- Informal chat to enable pupil to identify possible solutions to current situation.
- Parental support if felt appropriate at this stage.
- If a trained effective Buddy /Peer Mediation support is available the pupil may wish to use this intervention.

**Regular monitoring and review of situation by class/form teacher.**

## Level 2 – Intermediate Level Bullying Behaviour

### Pupil Displaying Bullying Behaviour

Following assessment if the bullying behaviour continues and/or is considered more severe, select one or more of these Level 2 interventions which may comprise part of an Individual Behaviour Support Plan.

If the pupil is resistant to change, schools may choose to place the pupil on the COP Stage 2.

Parents/carers will need to be informed of this decision and involved in providing support.

### The Pastoral Curriculum

Select **whole-class** approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within:  
PDMU  
/ LLW  
Citizenship lessons  
[www.ccea.org.uk/](http://www.ccea.org.uk/)

### Interventions

#### SMALL GROUP INTERVENTIONS

Involving 6-8 pupils (max) who have agreed to participate and meet regularly to effect a change in the behaviour of the pupil who is bullying. The agreement of the child experiencing bullying is essential. Parents/carers of participating members will need to be informed. It is essential to keep accurate records of meetings to enable outcomes to be monitored regularly.

These interventions work best when staff are trained.

**Quality Circles:** Volunteers agree to meet regularly with a member of staff to focus on a specific bullying topic such as racism, homophobia, exclusion etc and proceed to develop, suggest, present solutions to Senior Management Team who subsequently implement and evaluate solution(s).

#### THE SUPPORT GROUP METHOD

This is a seven step, participative long-term approach which supports the target, involves volunteers from the peer groups of both the target and the young person displaying bullying behaviour and focuses on changing the behaviour of the pupil that is bullying and those who collude with him/her. Similar but not identical to timetabled class circle time.

**Solution Focused Support Group**  
**Individual Behaviour Support Plan (COP Stage 2/SENCO)**

### Targeted Pupil

Pupil whose reaction to the bullying behaviour presents a higher level of concern. Some additional needs and risk factors may be present at this stage.

### Target Interventions

Meet to:

- Gain bullied pupil's consent to enable the situation to be discussed with peers in his/her absence.
- Receive feedback on intervention outcomes.
- Agree, teach and practice coping skills (e.g. Fogging).
- Strength-Building Plan for Pupil
- If a trained effective Buddy / Peer Mediation support programme is available and used this should be recorded and outcomes reviewed.

### Level 3 – Complex Bullying Behaviour

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions: Co-ordinated by Pastoral Co-ordinator / SENCO Advice/Support by ELB Officer	Targeted Pupil	Target Interventions
<p>Following assessment, if the bullying behaviour is more complex and/or resistant to change. Pupil presenting with many additional needs and risk factors.</p>	<p>Select <b>whole-class</b> approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PDMU / LLW Citizenship lessons <a href="http://www.ccea.org.uk/">www.ccea.org.uk/</a></p>	<p><b>INDIVIDUAL PUPIL INTERVENTION</b></p> <p><b>Monitoring</b> by key member of staff.</p> <p><b>Behaviour Management Programmes</b>, including Individual Behaviour Plan (support and strengthening), target setting with incentives and consequences.</p> <p><b>Social and Emotional Mentoring</b> by an identified member of staff.</p> <p><b>Individualised</b> strength and emotional well being building programmes eg:</p> <ul style="list-style-type: none"> <li>Conflict resolution</li> <li>Solution focussed conversations</li> <li>Empathy training, mood management, anger management</li> </ul> <p><b>Peer support</b>/befriending/mentoring/mediation.</p> <p><b>The Method of Shared Concern</b> (PIKAS) interview.</p> <p><b>PARENTAL INVOLVEMENT</b></p> <p>At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with external agencies to effect change.</p> <p><b>ADDITIONAL ADVICE/SUPPORT FROM ELB SERVICES AND EXTERNAL AGENCIES</b></p> <ul style="list-style-type: none"> <li>Independent Counselling Service for Schools.</li> <li>Restorative meetings. Contact relevant ELB.</li> </ul>	<p>Pupil whose reaction to the bullying behaviour is severe. Many additional needs and risk factors present.</p>	<p><b>Individual Pupil Work</b></p> <ul style="list-style-type: none"> <li>- Monitoring by key member of staff.</li> <li>- Individual Support Plan for strength and emotional well-being building programmes.</li> <li>- Peer support/mentoring and befriending/ mediation.</li> <li>- Support Group Method.</li> <li>- PIKAS interview.</li> </ul> <p><b>Parental Involvement</b></p> <p>At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with External Agencies to effect change.</p> <p><b>Additional advice/support from ELB Services and External Agencies</b></p> <p>Is there a need for parent to consult with GP about child?</p>

## Level 4 – High Risk Bullying Behaviour

### Pupil Displaying Bullying Behaviour

Pupil presenting with significant concerns including mental health, criminal and/or child protection concerns.

### The Pastoral Curriculum

Select **whole-class** approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within:  
PDMU  
/ LLW  
Citizenship lessons  
[www.ccea.org.uk/](http://www.ccea.org.uk/)

### Interventions: Co-ordinated by Pastoral Co-ordinator /SENCO/ Designated Teacher for Child Protection. Advice/Support by ELB Officer

Refer to relevant investigative agencies:  
PSNI  
Health and Social Care Trust  
Gateway Teams.

Refer to the school's Discipline Policy and scheme for the suspension and expulsion of pupils.

### Targeted Pupil

Pupil presenting with significant mental health, criminal and/or child protection concerns.

### Target Interventions

Refer to relevant investigative agencies:  
PSNI  
Health and Social Care Trust  
Gateway