



## KNOCKEVIN SPECIAL SCHOOL

### ADDRESSING BULLYING TYPE BEHAVIOUR IN SCHOOL POLICY

Target audience	Teaching and Learning staff, Governors, Parents
Policy Date	June 2022, key names and other updates – April 24, Nov 25
Policy Review Lead	A Davis
Date ratified by BoG	June 2022
Date to be reviewed	June 2026



*"States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child" – Article 19, UN Convention on the Rights of the Child*

Bullying is a very distressing and damaging form of abuse and is not tolerated in our school. Staff are aware that bullying at school can have a profound impact upon children's lives and can have lasting effects into adulthood. All staff are vigilant at all times to the possibility of bullying occurring. The policy on anti-bullying has been drawn up within the school's ethos of promoting positive behaviour and increasing pupil's awareness of the right for everyone to feel safe (CRC, article 19).

## **LEGISLATION**

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

### ***The 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 – to be read in conjunction with the following: Co-operating to Safeguard Children and Young People in Northern Ireland, Dept. of Health, Social Services and Public Safety 2016 and Safeguarding Board for Northern Ireland's (SBNI) Policies and Procedures 2017
- Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors 2019

*"the school regularly reviews policies, procedures and reporting arrangements, including those relating to child protection/safeguarding, anti-bullying and positive behaviour management;"*  
**Inspection and Self- Framework, (ISEF) ETI, 2017 Pg. 13 (Governors; Preschool; Primary; Post-Primary; EOTAS; Special Schools**

## ***The International Context***

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

## DUTIES PLACED ON BOARDS OF GOVERNORS

Addressing Bullying in Schools Act (Northern Ireland) 2016

- Duty of Board of Governors to secure measures to prevent bullying
- Duty to keep a record of incidents of all incidents of bullying or alleged bullying involving a registered pupil at the school

*“The role of the Board of Governors is to promote equality, good relations and diversity and to comply with education and employment legislation and anti-discrimination, human rights and equality legislation that affect its statutory duties in relation to the school.”*

***‘Every School a Good School’ The Governors’ Role:  
A Guide for Governors, DE, 2017 Pg. 27***

WELFARE AND PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003 - DE Circular Number 2003/13 - which amends Article 3 of 1998 N.I. Order as follows:

Article 17 DUTY TO SAFEGUARD AND PROMOTE THE WELFARE OF PUPILS

### **Roles and Responsibilities**

All adults hold responsibility for safeguarding pupils and as such must report any bullying related concerns to a member of the safeguarding team. Pupils are also made aware of the definition of bullying and encouraged to seek help for themselves or their peers if needed.

The Board of Governors is required to:

- **“safeguard and promote the welfare of all registered pupils** whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school” (Article 17: 2)
- **consult with registered pupils** on the general principles which will be reflected in the school’s discipline policy (Article 19: 13 & 14)
- **Ensure that policies designed to prevent bullying are up to date and adhered to**
- **Consider measures to be taken to prevent bullying**
- **Ensure a record is kept of all incicdences of bullying or alleged bullying**

The Principal:

- when deciding on measures which will be used to encourage good behaviour in the school **must specifically include measures to prevent bullying among pupils** (Article 19:14)
- before deciding on measures to encourage good behaviour **must consult with pupils registered at the school and their parents**” (Article 19:14)

*“Pupil welfare embraces all aspects of school life through the pastoral care system, child protection, pupil behaviour, health and well-being, physical safety and security. Boards of Governors have a responsibility to take an active interest in all aspects of their schools’ activities that promote pupil welfare.”*

***‘Every School a Good School’  
The Governors’ Role: A Guide for Governors, DE, 2017 Pg. 107***

Bullying type behaviour will be a regular standing item on the Board of Governors agenda and the Designated Teacher's Annual Safeguarding report will clearly outline all work undertaken each year to promote anti-bullying. This feedback will be used to inform and guide School Improvement in this area. As part of our ongoing CPD programme, staff will be provided with regular training on how to prevent, recognise and respond to bullying behaviours.

Bullying is defined in our school as 'the repeated use of a verbal, written or electronic communication or a physical act (or a 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'.

### **DEFINITION**

At Knockevin School we have a rights respecting ethos; we believe that every member of our school community has the right to: -

- Feel safe (Article 24)
- Be treated respectfully, regardless of gender, race, religion or ability (Article 2)
- Be able to learn and work; (Article 28) and
- Be valued as a member of the school community (Article 29).

Bullying includes but is not limited to:

- (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.

The four main types of bullying are:

1. Physical – includes jostling, physical intimidation, punching/kicking, any other physical contact which may include the use of weapons
2. Verbal – includes name calling, insults, jokes, threats, spreading rumours
3. Indirect – includes isolation, refusal to work with/talk to/play with/help others, interfering with personal property
4. Cyber – includes misuse of mobile phones and internet programmes to humiliate, threaten and/or isolate another

The term bullying refers to a range of harmful behaviour, both physical and psychological. Behaviour will be defined as bullying behaviour when the following four criteria are present:

**T** - When the behaviour is **TARGETED** at a specific pupil or group of pupils.

**R** - When the behaviour is **REPEATED** over a reasonable period.

**I** - When the behaviour is deliberately **INTENDED** to cause harm.

**P** - When the behaviour causes **PSYCHOLOGICAL** and/or **PHYSICAL** harm.

When reviewing the criteria, the school will seek to determine the pupil's capacity to understand the impact of their behaviour on others and discretion may be applied accordingly. Bullying behaviour of any kind by any member of our school community to any other member of our community is completely unacceptable.

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 school's Positive Behaviour Support Policy.

#### **PROCEDURE FOR DEALING WITH ALLEGATIONS OF BULLYING**

Bullying behaviours of any kind are unacceptable. When staff are made aware of bullying they will take immediate steps to stop it happening, to protect and reassure the pupil who is being subjected to bullying behaviour (see Appendix 1 for flowchart on dealing with an allegation of bullying)

All instances of bullying will be fully investigated by the Designated Safeguarding Lead for Child Protection at the site the pupil attends and team action will be taken to protect the pupils.

Safeguarding Lead Dundrum – Deputy Designated Teacher and Vice Principal Elizabeth Brown

Safeguarding Lead Downpatrick – Designated Teacher and Vice Principal Aaron Davis

Safeguarding Lead Castlewellan – Deputy Designated Teacher and Vice Principal Adam Smith

The Designated Teacher for Child Protection, Aaron Davis, will be made aware of all allegations of bullying as per schools safeguarding and child protection procedures.

A parent making a complaint about bullying will have a personal response from the designated safeguarding lead or the Principal within one week of making the complaint, indicating the investigation which has been carried out and the action being taken. Bullying behaviour is recorded on the school's pro-forma (appendix 2) and the record kept in the school's secure filing cabinet. The Governors are made aware of all instances of bullying in school.

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

### **PREVENTATIVE MEASURES AND SUPPORT**

Our Post Primary students are fortunate to have access to the Department of Education funded Independent Counselling Service for Schools (ICSS) that provides a service to Knockevin Senior School one day per week. So long as parental consent has been received, this service is open as an additional support mechanism should students experience any form of bullying behaviour. As part of our strategy for promoting positive behaviour, we look at developing attitudes, skills and values that will prevent bullying. Implementation of the Positive Behaviour Policy is consistently applied alongside the delivery of a pastoral curriculum. There are strong links to our policies on Pastoral Care and Positive Behaviour and to our PDMU/RSE and Rights Respecting Schools work. Knockevin has developed links with Barnardo's in relation to their PATHS programme and the designated teacher and RSE coordinator have completed training to develop the 'Helping Hands' programme in school. These programmes reinforce messages of respect and safety. Members of the SLT completed training with Cara Friend and as a school we celebrate and promote diversity and inclusion. We have been awarded the IQM (Inclusion Quality Mark Award) and designated a Flagship School.

The school uses NI Anti Bullying Forum's anti-bullying week and weekly whole school assemblies to further highlight and promote these messages. Through this work we aim to help our pupils to build good relationships with other pupils and with adults. We also teach them that we value and listen to their opinions. The student council and other student leaders act as advocates and provide pupils with a voice in decision making about matters that affect them. The student council have been consulted on this policy and worked together with the Designated Teacher to make the policy information accessible to our pupils. During anti-bullying week, the student council invited pupils from across the whole school to design anti-bullying pictures and posters; the student council then voted on which images and language to use and created anti-bullying posters and leaflets for distribution across all three sites (please see appendix 3). Pupils were consulted on this policy in January 2022.

At Knockevin we highly value parent partnerships and their relationship with school. The Designated Teacher met with a small representative of parents to review the policy before circulating to parents along with a brief feedback questionnaire using the Seesaw app. Staff were also consulted on this policy. These consultation strategies will repeat every four years when the policy is due to be reviewed in full.

We recognise that bullying can occur in any context, particularly on school transport, on trips and in the playground and social concourse where higher degrees of peer interaction takes place. We educate our pupils about bullying and give the following practical advice:

- If you are bullied tell a member of staff IMMEDIATELY
- Tell people who are bullying you 'No' or 'Go away' and walk away
- Stay with friends when playing

**Parents are advised to:**

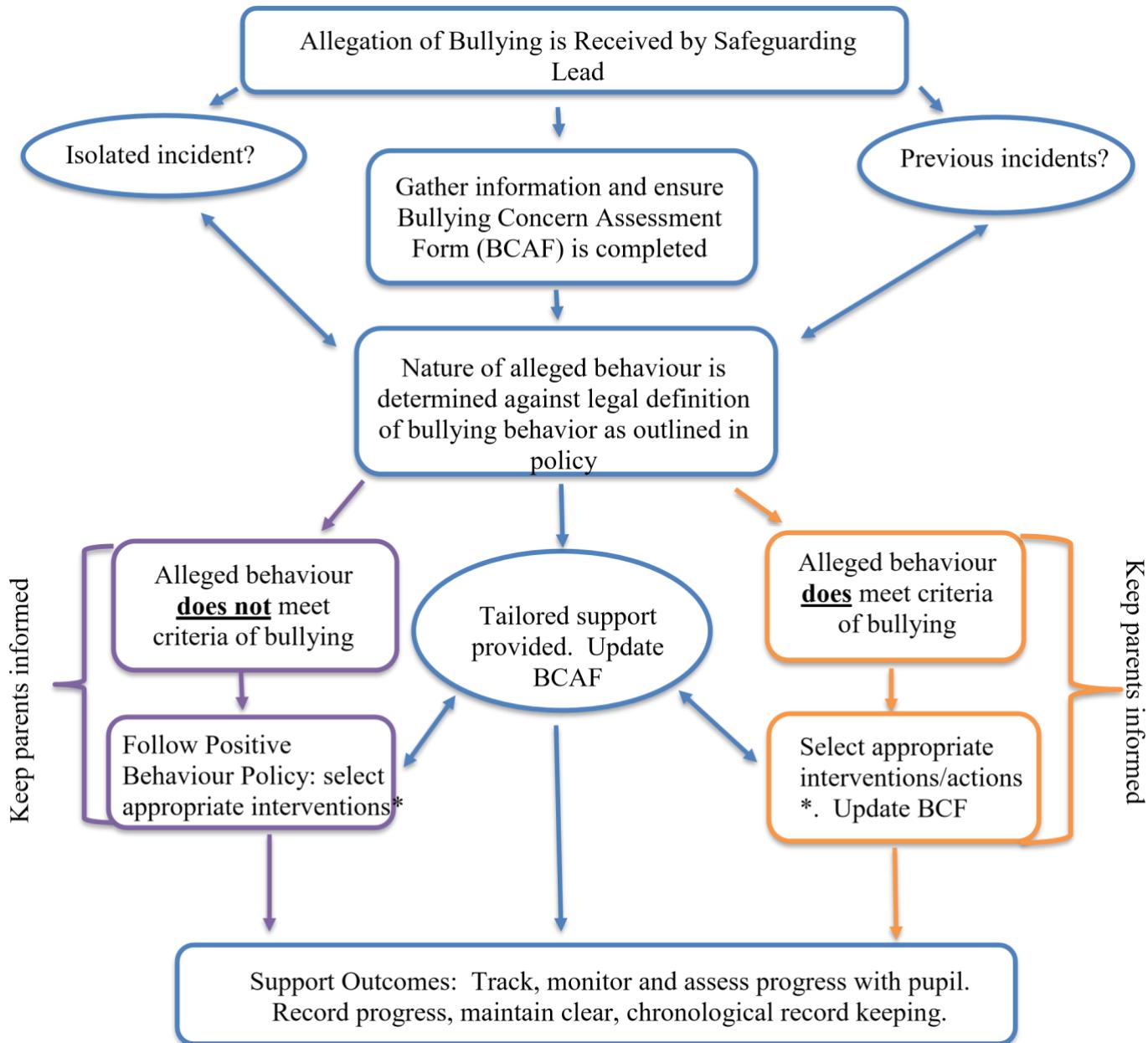
- Talk to their child about their school day
- Be aware that changes to their child's behaviour or attitudes towards school could be an indicator that all is not well
- Inform school immediately if there are concerns
- Practically monitor mobile phones and social media (parents have been given opportunities to attend internet safety training and been informed of the content of pupil workshops on cyber bullying and internet safety run by the PSNI, Childline, and more recently, Wayne Denner).

We place a strong focus on anti-bullying and prevention. Our procedures are regularly reviewed and we are committed to ensuring that all our pupils develop an attitude of respect towards one another.

*This policy has been reviewed to reflect the guidance contained in the 'Addressing Bullying in Schools (NI) Act' 2016.*

## Appendix 1

### PROCESS FOR DEALING WITH ALLEGATION OF BULLYING



\*Appropriate interventions will be implemented to meet the needs of **both** those experiencing bullying type behaviours and displaying bullying type behaviours using NIABF resource and other individualized resources according to pupil need.

Parent and pupil voice is valued, the pupil and parent/guardian will be engaged in this process. Bullying statistics will be discussed regularly at Board of Governors meetings. The Board of Governors will be kept informed of all incidences of bullying type behaviours.



Appendix 2

## Knockevin School Bullying Concern Assessment Form

**Incident Date:**

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

**PART 1 - 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 alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			
<b>Check records for previously recorded incidents</b>			
<b>Outline of incident(s):</b> Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.			

Date	Information gathered	Location (stored)	

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.**

<b>Is the behaviour intentional?</b>	<b>YES / NO</b>
<b>Is the behaviour targeted at a specific pupil or group of pupils?</b>	<b>YES / NO</b>
<b>Is the behaviour repeated?</b>	<b>YES / NO</b>
<b>Is the behaviour causing physical or emotional harm?</b>	<b>YES / NO</b>
<b>Does the behaviour involve omission? (*may not always be present)</b>	<b>YES / NO</b>

### 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:**

<b>Criteria:</b>	<b>Information gathered:</b>
<b>severity and significance of the incident</b>	
<b>evidence of pre-meditation</b>	
<b>Significant level of physical/emotional impact on individual/s</b>	
<b>Significant level of impact on wider school community</b>	
<b>Status/nature of previous relationships between those involved</b>	
<b>Records exist of previous incidents involving the individuals</b>	

<b>YES the above criteria have been met and bullying behaviour has occurred.</b>	<b>NO the above criterial have not been met and bullying behaviour has not occurred.</b>
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 \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## PART 2

### 2:1 Who was targeted by this behaviour?

Circle one or more of the following:

Individual to individual 1:1      Individual to group

Group to individual      Group to group

### 2.2 In what way did the bullying behaviour present (tick all that apply)?

	Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking) Any other physical contact (which may include use of weapons) Verbal (includes 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)
--	--

	<p>Written</p> <p>Other Acts</p> <p>Please specify: _____</p>
<p><b>2.3 Motivation (underlying themes):</b> this is not a definitive list</p> <p><b>Select one or more of the following:</b></p> <p>Age</p> <p>Appearance</p> <p>Cultural</p> <p>Religion</p> <p>Looked After Status</p> <p>Peer Relationship breakdown</p> <p>Disability (perceived or actual)</p> <p>Ability</p> <p>Political Affiliation</p> <p>Pregnancy</p> <p>Race</p> <p>Unknown</p> <p>Community background</p> <p>Gender Identity</p> <p>Other: _____</p>	

### Part 3a

#### RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name: Year Group/Class:

REFER TO SCHOOL ADDRESSING BULLYING IN SCHOOL POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent/ carer informed: Date: By whom:  
Staff Involved:

Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions
Pupil:

**Parent/carer:**

## Other Agencies:

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

## Part 3b

## **RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:**

**Pupil Name:**

## Year Group/Class:

**REFER TO SCHOOL ADDRESSING BULLYING IN SCHOOL POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR**

### **Parent/ carer informed:**

**Date:**

## By whom:

Date	Stage on Code of Practice	Type of Intervention	Success Criteria	Action taken by whom and when	Outcome of Intervention	Review

**Record of participation in planning for interventions**

**Pupil:**

**Parent/carer:**

**Other Agencies:**

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

## **PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE**

Date of Review Meeting:

### **4a- Following the Review Meeting, to what extent have the success criteria been met?**

- 1 – Fully
- 2 – Partially
- 3 – Further intervention/support required

Give details:

---

---

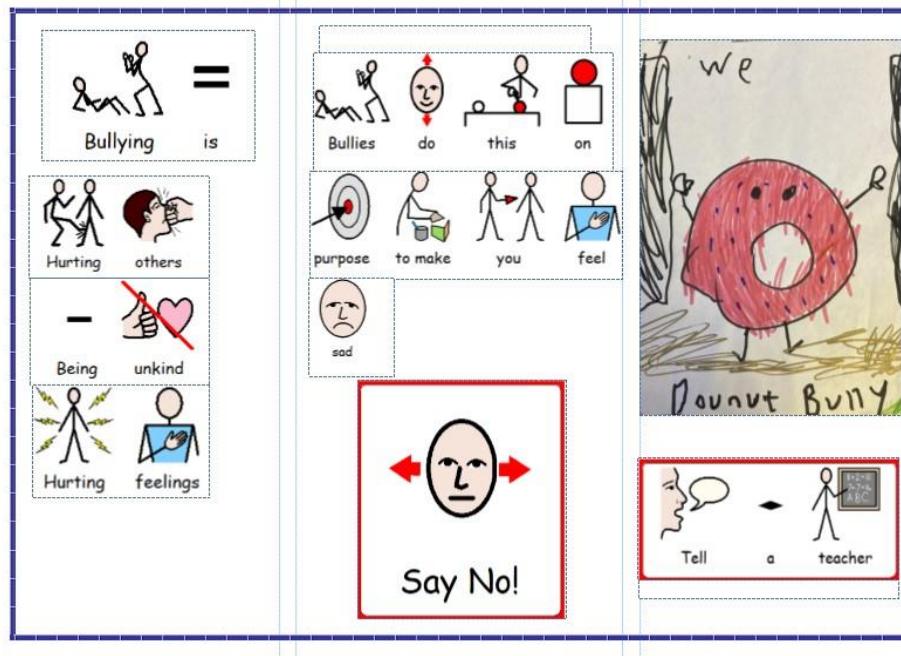
### **Part 4b- If the success criteria have not been met, continue to:**

- Re-assess Level of Interventions and implement other strategies from an appropriate level
- Track, monitor and review the outcomes of further intervention
- Keep under review the Stage of Code of Practice each pupil is on
- Follow Safeguarding Policy
- Seek multi-agency input (EA, Health and Social Services etc.)
- Engage with Board of Governors

<b>Agreed by:</b>	
<b>School</b>	<b>Signed:</b>
	<b>Date:</b>
<b>Parent</b>	<b>Signed: Date:</b>
<b>Pupil</b>	<b>Signed: Date:</b>

## Appendix 3

### Pupil information leaflet



## Examples of Student Council Anti-Bullying Posters

