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HAZELWOOD
INTEGRATED COLLEGE

Addressing Bullying Policy

POLICY STATEMENT

MEMBERS OF STAFF RESPONSIBLE FOR DRAWING UP POLICY	ADDITIONAL NOTES
Designated Teacher for Child Protection	Policy Number: 2021/06/03
	1st Draft: 10th August 2021
	Mr Gavin McIlveen
	Reviewed:
	September 2022 by Gavin Mcilveen
	September 2024 by Gavin Mcilveen

HAZELWOOD INTEGRATED COLLEGE VISION

Hazelwood Integrated College 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 Hazelwood Integrated College 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 College'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. By its nature, bullying is contrary to the values of the College and is unacceptable.

This policy has been drawn up in line with current government guidance and legislation.

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)
- o Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)
- o Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

The key points to note are:
- The Addressing Bullying in Schools Act (Northern Ireland) 2016:
- o Provides a legal definition of bullying
- o Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents
- o Requires schools to record all incidents of bullying behaviour and alleged bullying incidents
- o 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 (e.g. school trip)

- When receiving education organised by school but happening elsewhere (e.g. in another school in the Area Learning Community)
- Requires that the policy be updated at least every four years

Principles

The following principles underpin the anti-bullying work in Hazelwood Integrated College.

- 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.

What is Bullying?

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

- Bullying" includes (but is not limited to) the repeated use of:

- any verbal, written or electronic communication
- any other act, or by omission
- 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.

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.

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

Bullying is a form of unacceptable behaviour, but not all unacceptable behaviour can be considered bullying.

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

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- Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.

1. Identifying Bullying

The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

- Verbal or written acts
  o saying mean and hurtful things to, or about, others
  o making fun of others
  o calling another pupil mean and hurtful names
  o telling lies or spread false rumours about others
  o try to make other pupils dislike another pupil/s
- Physical acts
  o hitting
  o kicking
  o pushing
  o shoving
  o material harm, such as taking/stealing money or possessions or causing damage to possessions
- Omission (Exclusion)
  o Leaving someone out of a game
  o 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 (e.g. 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.

2. Repetition

While repetition is internationally recognised as an important element in establishing bullying behaviour, there may be certain situations which arise in which the School does not require repetition for behaviours to be defined as bullying, for example, when bullying occurs through the medium of electronic communications, repetition can take place through the repeated viewing and sharing of a post, when the post has been posted once.

If hurtful behaviour has been seen, only once, this does not necessarily mean that the element of repetition is not present, and therefore that a single incident cannot be an instance of bullying. Different people may be aware of single incidents which together add up to a pattern. For this reason, it is crucial that all members of the school community report even single or low-level concerns.

Motivations behind Bullying

Bullying is often based on "difference." This means that the pupil who displays bullying behaviour notices someone is different and turns them into a target because they are vulnerable. Pupils are particularly vulnerable to bullying because they are new to the school, or because of:

- race
- gender
- physical difference
- sexual orientation
- special educational need

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- disability
- a different economic background or unusual family situation
- any of those factors which other pupils *perceive* to be true, whether or not that is actually the case

All incident decisions are evidence-based and only made after a fair and balanced consideration of all the facts which are available, including the severity of the incident, imbalance of power, or the use of electronic communications.

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussion 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 discussion 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.

3. Preventative Measures

At Hazelwood Integrated College 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 and assemblies
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through Personal Development
- 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
- 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
- Liaising with other agencies as appropriate e.g. the Education Authority, Social Services, Translink and PSNI.

Hazelwood Integrated College 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.

Hazelwood Integrated College 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 Personal Development, 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

4. PROCEDURES FOR DEALING WITH BULLYING

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 (e.g. 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 by contacting the College on 02890774202
- 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.
- Where the parent is not satisfied that appropriate action has been taken by the 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.

5. Recording Procedures

The school will centrally record all relevant information related to reports of bullying concerns, including:

All alleged incidents of bullying behaviour will be carefully recorded by pastoral staff.

The report should include:

- The nature of the incident(s), alleged incident(s).
- Assessment of the concern i.e. is it bullying behaviour or socially unacceptable behaviour? – The Positive Behaviour Policy outlines procedures for socially unacceptable behaviour.
- Where/when the incident(s) occurred.
- Who was targeted by the behaviour and in what way did the bullying behaviour present?
- 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.

6. 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.

When bullying concerns are identified our school will work in a restorative way to achieve the necessary change i.e. it is intended that the person responsible will learn from what has happened and will change his/her behaviour. Education and awareness-raising are effective ways of challenging bullying behaviour and encouraging individual pupils to take responsibility for their own actions. These may include: a programme of mentoring, calming strategies, restorative conservations (scripted), the use of the Learning Support, counselling, community service, or referral to an outside agency. Class activities and Assemblies may also be used more generally for this purpose.

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

UPDATE AND REVIEW
This policy is reviewed annually. It was last updated on September 2024.

Signature Principal

Signature Chair, Board of Governors

Date

Appendix

(BCAF)
Bullying Concern Assessment Form

HAZELWOOD INTEGRATED COLLEGE

PART 1a - Assessment of Concern   Date: Click or tap to enter a date.

Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:

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 student or a group of students against another student or group of students, with the intention of causing physical or emotional harm to that student or group of students.

2) For the purposes of subsection (1), "act" includes omission"

	Name(s)	**Gender/DOB/Year Group**
Person(s) reporting concern	Click here to enter text.	Click here to enter text.
Name of student(s) *experiencing alleged bullying behaviour*	Click here to enter text.	Click here to enter text.
Name of student(s) **demonstrating alleged bullying behaviour**	Click here to enter text.	Click here to enter text.

Check records for previously recorded incidents/Completion of Incident Report Form

Outline of incident(s): Attach all written accounts with dates, if known.
Click or tap here to enter text.

PART 1b – Assessment by HOY

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.

Is the behaviour intentional?... ☐ YES / ☐ NO

Is the behaviour targeted at a specific student or group of students? .... ☐ YES / ☐ NO

Is the behaviour repeated? .... ☐ YES / ☐ NO

Is the behaviour causing physical or emotional harm? .... ☐ YES / ☐ NO

Does the behaviour involve omission? (*may not always be present) .... ☐ YES / ☐ NO

Agreed by: Click or tap here to enter text.   Date: Click or tap to enter a date.

Reviewed by: Click or tap here to enter text.   Date: Click or tap to enter a date.

PART 2 - Clarifying the nature of the bullying behaviour

2:1 Who was targeted by this behaviour? Select 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? Select one or more of the following:

☐ 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)

☐ Written

☐ Other Acts — Please specify: Click or tap here to enter text.

2.3 Motivation (underlying themes): this is not a definitive list

Select one or more of the following:

☐ Age

☐ Appearance

☐ Breakdown in peer relationships

☐ Cultural

☐ Religion

☐ Political Affiliation

☐ Community background

☐ Gender Identity

☐ Sexual Orientation

☐ Family Circumstance (pregnancy, marital status, young carer status)

☐ Looked After Status (LAC)

☐ Peer Relationship Breakdown

☐ Disability (related to perceived or actual disability)

☐ Ability

☐ Pregnancy

☐ Race

☐ Not known

☐ Other Click or tap here to enter text.

Part 3- Record of Support and Interventions

Please note any support or interventions that have been put in place along with appropriate dates. (BCAF Suggested Interventions and Closing a Bullying Case)

3a.

Pupil experiencing bullying behaviour
Click here to enter text.

3b.

Pupil displaying bullying behaviour
Click here to enter text.

Part 4- Review of Bullying Concern

Date of Review Meeting:

4a- Following the Review Meeting, to what extent has the behaviour stopped?

☐ 1 – Fully

☐ 2 – Partially

☐ 3 – Further intervention/support required

Give details: Click here to enter text.

Part 4b- If the behaviour has not stopped:

☐ 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

Agreed by:	
School	**Signed:** **Date:**
Parent	**Signed:** **Date:**
Pupil	**Signed:** **Date:**