Straidhavern Primary School

Anti-Bullying Policy

Date reviewed	August 2021
Date ratified by Governors	
Next review due	August 2024

1. CONTENTS

2. INTRODUCTORY STATEMENT

At Straidhavern Primary School we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe, supported, and nurturing environment.

This policy gives information on our Anti-Bullying procedures within school and is intrinsically linked to our nurturing ethos and our range of pastoral care and safeguarding policies.

3. CONTEXT

This policy is informed and guided by current legislation and the DE guidance listed below:

The Legislative Context:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Health and Safety at Work Order (Northern Ireland) 1978

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

The International Context

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

The Addressing Bullying in Schools Act (Northern Ireland) 2016 provides a legal definition of bullying. It places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents. It requires schools to record all incidents of bullying behaviour and alleged bullying incidents and 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, and when away from school (e.g. school trip). It states that the policy be updated at least every four years.

The Education and Libraries Order (NI) 2003, requires the Board of Governors to 'Safeguard and promote the welfare of registered pupils' (Article 17).

The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation (Article 19) and be protected from discrimination (Article 2).

Children should be able to express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously (Article 12). They also have a right to an education (Article 28)

4. ETHOS AND PRINCIPLES

In Straidhavern Primary School 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, adult and member of the wider school community is safe and should feel safe from bullying.

We are committed to a preventive, responsive and restorative anti bullying ethos across the whole school

We value the views and contributions of all our stakeholders, and we actively seek out these views. We respect the views of our pupils and take them into account.

Our school has a statutory duty under the Education and Libraries (Northern Ireland) Order 2003 to prevent and tackle all forms of bullying. Only if this is the case will all members of our school community be able to achieve their maximum potential.

Bullying behaviour of any kind can affect the secure environment of our school. Where bullying behaviour exists the person who is experiencing the bullying behaviour must feel confident to activate the anti-bullying systems within the school.

It is our aim to challenge attitudes about bullying behaviour and to increase understanding for both the person experiencing the behaviour and the person displaying the bullying behaviour.

It is the responsibility of everyone within our school community to prevent the occurrence of bullying behaviour and to create a warm and welcoming environment for all, and this policy contains guidelines to support that ethos.

"School bullying can have serious consequences for children, leading to academic underachievement, physical and emotional distress, loss of self-esteem, eating disorders and truancy. It must be tackled through both preventing incidents from occurring by awareness raising and responding to reported incidents by providing support to all involved."

Northern Ireland Anti-Bullying Forum website

5. POLICY AIMS

In Straidhavern Primary School we aim:

- To provide a safe, caring environment for the whole school community, especially the children in our care.
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded, and acted upon.
- To reassure children that they will be listened to and will know that it is alright to tell.

- To conduct a full investigation following any report of bullying with detailed records kept of incidents, reports and complaints.
- To help pupils acquire the social skills necessary in forming relationships.
- To provide opportunities for improving pupil's self-esteem, assertiveness, and independence
- To help children to express their own feelings and emotions.
- To help pupils develop skills of co-operation, listening and sharing.
- To raise awareness of bullying, as a form of unacceptable behaviour, with staff, pupils and parents
- To heed parents and keep them informed of actions taken in response to a complaint.
- To develop procedures for noting and reporting incidents of bullying behaviour and for investigating and dealing with bullying behaviour.
- To take appropriate action, including exclusion in cases of severe bullying.
- To establish and develop links with outside agencies e.g. Northern Ireland Anti-Bullying Forum website, N.S.P.C.C. and the Behaviour Team (EA North Eastern Region)

6. CONSULTATION AND PARTICIPATION

In compliance with the Addressing Bullying in Schools Act (NI) 2019, this policy is subject to consultation which will be carried out in line with whole school development planning and consultation with pupils, parents, staff and governors. This takes the form of an online survey.

The Anti-Bullying policy was last reviewed in August 2018. The policy has been revisited in line with updated EA guidance and a draft policy will be shared with the school community in September 2021. Parents will be asked to complete an online survey, prior to the ratification from governors in term 1.

Pupil voice has fed into the survey in the form of a survey. Key anti-bullying messages are delivered through assemblies, PDMU and Circle Time.

A representative group of parents were consulted, and their opinions noted and all staff within school engaged in a workshop which allowed opportunity for discussion, oral and written feedback.

7. WHAT IS BULLYING?

Straidhavern Primary School has adopted the legal definition of bullying contained within the Addressing Bullying in Schools Act (NI) 2016 which is:

1. – (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 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

Therefore, **we believe bullying is a 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 Northern Ireland Anti-Bullying Forum (NIABF) defines bullying as the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.

Additionally, as a school working towards becoming a Rights Respecting School, staff, parents and children at Straidhavern are committed to working together to create a happy, caring and safe learning environment. Article 6 of UNCRC states "all children have the right to life. Governments should ensure that children survive and develop healthily" and Article 36 states "children should be protected from any activities that could harm their development."

Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Research has shown, repeatedly, that the extent of bullying in schools is greatly underestimated.

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing 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 behaviour describing the situation surrounding that child, for example:

- A child displaying bullying behaviours

- A child experiencing bullying behaviours

Bullying may be brought to the attention of any member of staff by the child(ren) who has been bullied of target of bullying, their friend(s), their parent(s) or other interested people.

While bullying is usually repeated behaviour there are instances of one-off incidents that we will consider as bullying. In the case of assessing a single incident, school staff will 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 Positive Behaviour Policy.

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 spreading false rumours about others

- o Trying 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

    - o Using online platforms or other electronic communication to carry out many of the written acts noted above

    - o Impersonating someone online to cause hurt

    - o Sharing images (e.g. photographs or videos) online to embarrass someone

This is not an exhaustive list and other behaviours which fit with the definition may be considered bullying behaviours.

8. MOTIVES

As outlined in the Addressing Bullying in Schools Act (NI) 2016, various motivators exist that contribute to bullying behaviour. Understanding a motivator behind a bullying behaviour may be key in resolving it.

Bias and prejudice on the basis of difference occurs very easily amongst children and it is to be expected that we will encounter negative behaviour relating to any or all of these issues from time to time. Staff attempt to address through our proactive educational approach, explaining and appreciating diversity and difference through PDMU, assemblies, events, displays, R.E, current affairs discussions and through the ethos and practice of an anti-bias curriculum.

Motives may include, but are not limited to:

- Age
- Appearance
- Breakdown in peer relationships
- Community background
- Political affiliation
- Gender identity
- Sexual orientation
- Pregnancy
- Marital status
- Race
- Religion
- Disability/SEN
- Ability
- Looked After Child status
- Young carer status

We will encourage all members of the school community to use this language when discussing 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.

9. PREVENTATIVE MEASURES

As a nurturing school, we are committed to identifying bullying pre-emptively when possible and to promoting and maintaining a Listening and Telling Culture. The school's teachers actively promote an open and honest addressing bullying ethos, which secures whole-school community support for the addressing bullying ethos.

In dealing with emotive issues such as bullying we are committed to a Child Centred approach to meeting the social and emotional needs of all our pupils whether they are displaying positive or negative behaviours.

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged. All school staff, teaching and non-teaching will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying. Awareness raising posters are displayed in classrooms and corridors and on our Child Protection Notice board. Appropriate leaflets and literature will be provided for the children.

Children will be encouraged to understand their roles in preventing bullying using, for example, drama; role-play and novels. Children will be guided to understand the feelings of bullied children and to practise the skills they need to avoid bullying. Peer support is offered from P7 children trained as 'Playground Buddies'. They will be aware of procedures to use if they are concerned that a child is being bullied or does not feel safe to learn.

Bullying is an emotive issue, and its use is not always helpful in resolving what are often, ultimately, complex relationship issues between young children.

We will always do our best to resolve concerns and issues. We will always listen. We ask that as adults concerned with the wellbeing of future

generations be measured and considered in our responses to these issues and remember that all of our pupils are children.

We will always do our best to resolve concerns and issues. We will always listen. We ask that as adults concerned with the wellbeing of future generations be measured and considered in our responses to these issues and remember that all of our pupils are children.

Within school we have established a number of measures to prevent bullying behaviour, as defined in Section 5. Our aim is to promote a strong anti-bullying ethos within the school and the wider school community. These measures will be reviewed regularly and adjusted as the need arises:

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy

- Promotion of age-appropriate anti-bullying messages through the PDMU curriculum

- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU

- Delivery of the NSPCC 'Keeping Safe' programme and Women's Aid 'Helping Hands'

- School rules and discipline procedures

- Through a preventative curriculum which will actively promote positive emotional health and wellbeing in PE and PDMU lessons

- Annual participation in Anti-Bullying Week (Northern Ireland Anti-Bullying Forum - November). This raises awareness of bullying for the children, staff and families of our community

- Engagement in key national and regional campaigns including Safer Internet Day

- An established School Council with representatives from P3-7. This allows a point of contact for each pupil whom they can talk to. This Council will also be utilised to support the delivery and promotion of key anti-bullying messages within school

- Our Playground Buddy system. All staff, teaching and supervisory, are aware of the Buddy System. Children are openly encouraged to report any bullying behaviour or misdemeanours. There is also a Buddy Bus Stop where children can wait for assistance from a Playground Buddy or member of staff

- There is a high staff to pupil ratio within the playground, all supervisors are trained in the school Anti-Bullying measures, Child Protection and Keeping Safe. A wide range of activities and resources are made available to pupils during break and lunch time

- Focussed assemblies are regularly held to raise awareness and promote understanding of key issues related to bullying

- The provision and promotion of extra- and co- curricular activities, aimed at supporting the development of effective peer support relationships and networks

- Rewards systems in place to encourage positive behaviour including Class Dojo points and the Straidhavern Super Star Award.

10. TRAVELLING TO AND FROM SCHOOL

Specific measures are put in place to prevent bullying behaviour during the journey to and from school. These include:

- The 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

- Regular engagement with our school bus driver to ensure effective communication and the early identification of any concerns

- Appropriate deployment of staff to support the transition from school day to journey home

Straidhavern Primary School is not directly responsible for bullying off the school premises. Where possible, Straidhavern Primary School will support pupils who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps will be taken:

- Talk to the pupil(s) and parents involved from the other school
- Talk to the Principal of another school whose pupils are displaying bullying behaviours off school premises
- Talk to the PSNI where appropriate
- Talk to pupils about how to avoid or handle bullying situations

11. ADDRESSING CYBERBULLYING

Technology has provided us with more and faster ways to communicate on a global basis than has ever been the case in the past. However, we acknowledge the potential for children to be exposed to bullying through written, verbal, image and video exchanges online and we aim to tackle this issue through responding to reports of online abuse with parents and pupils and also proactively through E-Safety education as an aspect of PDMU.

We will seek to awareness of the nature and impact of online bullying and will support our pupils to make use of the internet in a safe, responsible, and respectful way. The measures we will take include:

- Addressing key themes of online behaviour and risk through PDMU, including understanding how to respond to harm and the consequence of inappropriate use (Delivery of NSPCC Keeping Safe programme)

- Participation in Anti-Bullying Week activities

- Engagement with key statutory and voluntary sector agencies e.g. C2K, PSNI to support the promotion of key messages

- Participation in annual Safer Internet Day and promotion of key messages throughout the year

- Implementation of guidelines and practices contained within our eSafety policy

12. RESPONSIBILITY

Within Straidhavern we acknowledge that everyone within our school community has responsibility for creating a safe and supportive learning environment for all members of the school community. Everyone in the school community is expected to respect the rights of others to be safe and should 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 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

THE RESPONSIBILITY OF STAFF

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully, and the importance of telling a teacher about bullying when it happens.
- 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 act to support and protect them. To provide a safe, caring environment for the whole school community, especially the children in our care.
- Report suspected cases of bullying to the Principal.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.

- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

THE RESPONSIBILITIES OF PUPILS

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who is experiencing bullying behaviours should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering

WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

Bullying is often reported to schools by parents/carers. Such concerns will be met openly and sympathetically.

School staff and parents/carers meet on bullying issues as a result of:

- Parents/carers participating in the development of the school's anti-bullying policy
- Parents/carers expressing concern about their child's involvement in a bullying incident/situation, particularly if their child has experienced bullying behaviour
- The school requesting a meeting with parents/carers regarding a bullying incident/concern

We ask our parents to support their children and school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.

- Advising their children to report any bullying to the Principal and explain the implications of allowing the bullying to continue unchecked, for themselves and for the other pupils.
- Advising their children not to retaliate violently to any form of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.
- Keeping a written record of any reported instances of bullying.
- By informing the school of any suspected bullying, even if their children are not involved.
- Cooperate with the school, if their children are accused of bullying, try to ascertain the truth, and point out the implications of bullying, both for the children who are experiencing bullying behaviour and children displaying bullying behaviour.

THE RESPONSIBILITIES FOR ALL

Everyone should:

- Work together to combat and, hopefully in time, to eradicate bullying.

13. REPORTING A BULLYING CONCERN

While there is little history of bullying behaviours in Straidhavern Primary School, we believe that one case is one too many.

- All reports of bullying behaviour, no matter how trivial, will be investigated and dealt with by the individual class teacher or playground supervisor

- A person experiencing bullying behaviour will always be given time, listened to and not rejected

- Serious cases of bullying behaviour will be referred immediately to the Principal

- Parents of pupils who have experienced and displayed bullying behaviour must be informed immediately if their child is involved in serious or persistent bullying behaviours. They will be invited into

school where they will have the opportunity to discuss the matter. Sanctions for repeated incidents will be clearly explained

- We believe that good advice and support can change the behaviour of those experiencing and displaying bullying behaviour

Pupils Reporting a Concern

Children and young people have told NIABF that when they have a concern about a potential bullying situation, they would like the opportunity to discuss this with a member of staff that they trust. Pupils are therefore encouraged to raise concerns with any member of staff, including teaching and non-teaching staff. Pupils are encouraged to raise any concerns that they may have with a 'Safe Adult'.

These concerns may include experiencing or witnessing bullying behaviour. Pupils may verbally talk to any of these adults. Pupils may also write a note and leave it in the school Worry Box.

The following key messages are shared with all our pupils:

- Bullying behaviour will not be tolerated in our school

- Everyone has the right to a happy school life

- Bullying behaviour must be reported at once

- Report acts of bullying behaviour if you see them

- Help other children who are experiencing bullying behaviour

- Do not suffer in silence

- Do not retaliate

- Report any incident without exaggeration

ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. As such, all pupils should be encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

Pupils can make staff aware of bullying related concerns:

- Verbally- talking to a member of staff

- By writing a note to a member of staff

- By sending an email to a member of staff or to a dedicated email address

- By posting a comment in a 'worry box'

Parents/Carers Reporting a Concern

At Straidhavern we ask that Parents/Carers support at home the key messages regarding bullying behaviour that are delivered in school by encouraging their children to react appropriately and not to 'hit back'. We encourage parents to take a pro-active role.

Parents should:

- Watch for signs of distress in their child and be aware of the signs and symptoms of experiencing bullying behaviour

- Take bullying behaviour seriously and find out the facts

- Inform their child's teacher if bullying behaviour is experienced in school and outside incidents, which may have an adverse effect on the child in class. Keep a written record if bullying behaviour persists

- Help the child to assert him/herself. Reassure the child that it is not his/her fault

- Make sure your child understands how to use technologies safely and knows about the risks and consequences of misusing them

- Inform school, mobile network or the Internet Service Provider if your child reports a problem with cyberbullying

- Explore and apply relevant parental control software or settings on Internet supply at home

Parents/Carers are encouraged to raise any concerns they may have about alleged bullying behaviour with the school at the earliest opportunity.

In the first instance all concerns should be reported to your Class Teacher. Where parents/carers are 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 the Principal. Where a parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed (see separate Complaint's Procedure).

While we recognise that the majority of reports of bullying concerns will come from pupils and their parents/carers, we encourage any individual who has such concerns to report them to the school as soon as possible.

Where a concern about bullying behaviour has been raised in school by a pupil or a Parent/Carer, feedback will be made, in line with this policy, to the person who has made the report. However, no information about the action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

STAFF AWARNESS

All members of staff have a duty to be alert to and respond to incidents of bullying. They must:

- Emphasise that bullying behaviour is not permitted in school

- Watch for signs of early distress

- Always be willing to listen and when necessary, take action. Any reported incident of bullying behaviour should be taken seriously and thoroughly investigated

- Interview the pupils experiencing and displaying bullying behaviour separately. Decide on an appropriate sanction in accordance with the Discipline Policy

- Inform the Principal and inform all members of staff and lunch-time supervisors, so that they can be vigilant at all times. Constant supervision is essential at break and lunch times

- Meet with the parents of the pupils experiencing and displaying bullying behaviour if necessary and inform them of action taken or intended to be taken. Keep a brief account of each significant incident

- Provide support for those who have experienced bullying behaviour by emphasising that it is not their fault and helping them to assert themselves. Helping the pupil who has experienced the behaviour by ensuring that another child or small group of children befriends and supports them during the school day

14. RESPONDING TO A BULLYING CONCERN

The processes outlined below provide a framework for how we respond to any bullying concerns identified. Using the Northern Ireland Anti Bullying Forum (NIABF) Effective Responses to Bullying Behaviour resource, which advocates a restorative approach to bullying behaviour, the member of staff responsible shall:

- Clarify facts and perceptions
- Check records
- 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
- Track, monitor and record effectiveness of interventions
- Select and implement further interventions as necessary

In line with the NIABF Effective Responses to Bullying Behaviour resource, interventions will focus on responding to behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may also implement sanctions for those displaying bullying behaviour.

If on the basis of the information gathered **THE CRITERIA FOR BULLYING BEHAVIOUR HAS NOT BEEN MET** the policy needs to state that socially unacceptable behaviours will be:	If on the basis of the information gathered THE CRITERIA FOR BULLYING BEHAVIOUR HAS BEEN MET the policy should set out the process/procedures to be followed. State for example that:
• dealt under the school's Positive Behaviour Policy	• the Code of Practice is used to develop agreed Action Plans for <u>BOTH</u> targeted pupil/s AND pupil/s displaying bullying behaviours.
• addressed as appropriate, through the SEN Code of Practice & details recorded in SIMS Behaviour Management Module (BMM)	• Support details are recorded on the Bullying Concern Form

If an incident or issue is not deemed to be bullying, that will be explained to the complainant along with the reasons for that decision. The concern will be dealt with in line with the school's positive behaviour policy.

If an incident is deemed to be bullying, staff use the following further measures to work towards resolving the issue:

- 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.

- Track, monitor and record effectiveness of interventions

- Review outcome of interventions

- Select and implement further intentions as necessary

In the first instance we will attempt to use a restorative approach to resolve bullying issues. If, through discussion, an agreement and acceptance of responsibility is reached, agreement of a resolution will be sought.

In the event of a situation where a satisfactory restorative resolution is not achieved, or in cases where the severity of behaviour is such that it is felt necessary to take a more consequential approach, interventions may include sanctions such as time out, temporary removal of privileges such as play times

or participation in events and other sanctions in line with the school's Behaviour Policy.

Information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

SUGGESTED SANCTIONS

The NIABF has published a list of sanctions which can be used depending on the severity of the action. These are classified from Level 1-4. Samples of the appropriate sanctions are found in the Appendices. In Straidhavern Primary School some sanctions may include:

- immediate verbal checking of misbehaviour

- a minor penalty relative to the offence

- referral to another teacher

- time out - removal to another classroom within own school

- loss of freedom – break or lunch play time

- loss of privileges – non-attendance at organised outings or other activities

- referral to the Principal

- parental consultation

- being placed on report

- the drawing up of a behaviour plan

- suspension or expulsion for continued or severe or gross indiscipline

15. RECORDING

Through the Addressing Bullying in Schools Acts (NI) 2016, school has a legal requirement to maintain a record of all incidents of bullying and alleged bullying behaviour. We will centrally record all relevant information related to reports of bullying concerns, including:

- How the bullying behaviour was displayed (the method)

- The motivation for the behaviour

- How each incident was addressed by the school

- 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 Data Protection Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of the anti-bullying policy and practice within the school.

16. PROFESSIONAL DEVELOPMENT OF STAFF

At Straidhavern Primary School we recognise the need for appropriate and adequate training for all staff, teaching and non-teaching. We are committed to ensuring all staff are provided with appropriate opportunities for professional development. The school is committed to providing staff with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provision as resource and operational capacity allows. Opportunities for safeguarding training will be afforded to Governors and all staff (teaching and non-teaching). Records of training will be maintained as part of the schools in service training log and training will feed into policy review and procedural development.

17. MONITORING AND REVIEW OF POLICY

It is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness of this Anti-Bullying Policy. The Board of Governors will therefore:

- 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. It is our intention to review this policy on our standard three year cycle or sooner if any incident or external policy change occurs which highlights the need for such a review or if directed to by the Department of Education and in light of new guidance. The next review should therefore take place in the August 2024 if not before.

18. LINKS TO OTHER POLICIES

The Anti-Bullying Policy forms part of the school's overall Pastoral Care Policy. It links with the Child Protection/Safeguarding Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies.

It also links with the school's E-Safety Policy and Positive Behaviour Policy. The school outlines the types of behaviour which are considered to be appropriate and inappropriate along with the sanctions which will be used as part of the positive behaviour promotion process

Other linked policies include:

Positive Behaviour Policy

- Pastoral Care Policy

- Safeguarding and Child Protection Policy

- Special Educational Needs Policy

- Health and Safety Policy

- Relationships and Sexuality Education Policy

- eSafety Policy

- Educational Visits Policy

- Staff Code of Conduct

CONTACTS AND HELPLINES

www.childline.org.uk

Tel: 0800 11 11

NI Childline

Tel: 028 9032 7773

www.bullying.co.uk

www.parentlineplus.org.uk

Tel: 0808 800 2222

NSPCC

help@nspcc.org.uk

www.worriedneed2talk.org.uk

www.niabf.org.uk

20. APPENDIX 2- CONCERN FORM

PART 1 - Assessment of Concern   Date_____

Our School's Definition of Bullying is:

	Name(s)	Gender	DOB/Year Group (if Pupil)
Person(s) reporting concern		M / F	
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

Check records for previously recorded incidents

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.

PART 2 - Details of interventions to be implemented in response

2.1   PUPIL(s) WHO HAS BEEN <u>BULLIED</u>:

     REFER TO LEVEL 1-4 INTERVENTIONS

     OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

_____

_____

_____

_____

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)

_____

_____

Referral to other agencies- If yes please specify_____

_____

Any other details (please specify) _____

_____

2.2   PUPIL(S) WHO HAS BEEN <u>DISPLAYING BULLYING BEHAVIOUR</u>:

REFER TO LEVEL 1-4 INTERVENTIONS

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

_____

_____

_____

_____

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)

_____

_____

_____

❑ Referral to other agencies (please specify)

_____

❑ Any other action (please specify)

_____

_____

❑ Suspension
❑ Expulsion
❑ Other (please specify)

PART 3- ON-GOING RECORD OF SUPPORT AND INTERVENTIONS

REFER TO LEVEL 1-4 INTERVENTIONS

Date	Details of Intervention	Action Required / Taken (Dated and signed)

Name and designation of the teacher completing this form:

Signed: _____   Date:

PART 4 - STATUS OF CONCERN

This concern is now resolved: ☐ yes

  ☐ Copied to_____
  ☐ Filed (Interventions complete, issue resolved, record maintained)

When concern is not resolved:

Further intervention/ Required

  ☐ Review information and action to date
  ☐ Refer to VP/Principal/Head of Pastoral Care
  ☐ Re-assess Level of Interventions; Implement other strategies from appropriate
       level
  ☐ Assign tasks, record and monitor as in Part 2 & 3

_____

_____

Name and designation of the teacher completing this form:

_____

_____

Signed:

Date

Level 1 Intervention - Low Level Bullying Behaviour

Interventions at Level 1 are to help individuals to recognise/reflect on their unacceptable behaviour and to "get them back on track" while listening to and supporting/strengthening the pupil(s) experiencing bullying. **NEVER ignore low level bullying behaviour.**

Staff should;
- Explain the inappropriateness of the behaviour in line with the school's values.
- Identify possible consequences if the bullying behaviour continues.
- Point out the level of distress experienced by the bullied pupil.
- Talk with the pupil being bullied to explore whether he/she has in any way provoked the bullying behaviour.
- Help the bullied pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support.
- Encourage reparation to be made, if appropriate.
- Monitor the situation carefully.
- Be prepared to intervene with a higher response level if the situation persists or deteriorates.

Level 2 Interventions - Intermediate Level Bullying Behaviour

While interventions at Level 2 involve continuing with the above, there is shift from individual support to group interventions. To be effective small group work needs:

- The consent and involvement of the pupil being bullied.
- To be planned and timetabled, session length dependent on age and ability.
- Parental / carer consent and agreement from participating pupils.
- Carefully selected group membership.
- To take place in a suitable and comfortable environment.
- To be uninterrupted.
- To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.
- Decision and outcomes to be agreed and recorded, e.g. on a flipchart.
- To facilitate the development of empathy amongst pupils.
- A solution focused approach to the situation.
- To provide opportunities for pupils to take responsibility.
- Regular meetings of the group.
- Regular meetings with the bullied pupil to assess ongoing effectiveness of agreed actions.
- To ensure regular feedback is given on agreed actions.

Level 3 Interventions - Complex Bullying Behaviour

Interventions at Level 3 will often involve the Pastoral Coordinator, SENCO, and other senior managers, in collaboration with pupil(s) and parents to determine the way forward in affecting change. Schools may use their individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all.

This planning may occur through a multi-agency discussion, involving ELB Services and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently interventions may require one-to-one meetings, small group work and whole class involvement. These will often require group interventions as discussed in Level 2 (see Support Group Method, p30) and/or The PIKAS Method of Shared Concern (see p40), along with individual support and strength building programmes.

Level 4 Interventions - High Risk Bullying Behaviour

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's Child Protection policy and safeguarding procedures will need to be invoked. Advice and support will be available to schools through the Child Protection Support Service for Schools.

In addition to safeguarding procedures and practices including referral to external support services, the school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
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.	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 PD / LLW Citizenship lessons www.ccea.org.uk/	**SCRIPTS: for use with individual pupils** ✱ **A Rights Respecting Script:** This reminds the pupil who is bulling of everyone's right to be safe. ✱ **Rule Reminder Script:** This reminds the pupil who is bulling 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 bulling 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.	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.	- 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.**

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
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.	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 PD / LLW Citizenship lessons www.ccea.org.uk/	**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 (p32)** **Individual Behaviour Support Plan (COP Stage 2/SENCO)**	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.	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.

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions: Co-ordinated by Pastoral Co-ordinator / SENCO Advice/Support by ELB Officer	Targeted Pupil	Target Interventions
Following assessment, if the bullying behaviour is more complex and/or resistant to change. Pupil presenting with many additional needs and risk factors.	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 PD / LLW Citizenship lessons www.ccea.org.uk/	**INDIVIDUAL PUPIL INTERVENTION** ✷ **Monitoring** by key member of staff. ✷ **Behaviour Management Programmes,** including Individual Behaviour Plan (support and strengthening), target setting with incentives and consequences. ✷ **Social and Emotional Mentoring** by an identified member of staff. ✷ **Individualised** strength and emotional well being building programmes eg: Conflict resolution Solution focussed conversations Empathy training, mood management, anger management ✷ **Peer support**/befriending/mentoring/mediation. ✷ **The Method of Shared Concern** (PIKAS) interview. **PARENTAL INVOLVEMENT** 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. **ADDITIONAL ADVICE/SUPPORT FROM ELB SERVICES AND EXTERNAL AGENCIES** ✷ Independent Counselling Service for Schools. ✷ Restorative meetings. Contact relevant ELB.	Pupil whose reaction to the bullying behaviour is severe. Many additional needs and risk factors present.	**Individual Pupil Work** - Monitoring by key member of staff. - Individual Support Plan for strength and emotional well-being building programmes. - Peer support/mentoring and befriending/ mediation. - Support Group Method. - PIKAS interview. **Parental Involvement** 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. **Additional advice/support from ELB Services and External Agencies** Is there a need for parent to consult with GP about child?