

Carniny Primary School



Anti-Bullying Policy

Updated By	Mrs V Wylie 11/10/21
Date Accepted by BoG	04/05/22
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Consultation with Parents/Carers	15 th November 2021 until 26 th November 2021

Policy currently under review in accordance to latest EA guidance 11/09/24

Section 1- Introduction

Carniny Primary School is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can to the protection and maintenance of such an environment.

Mission Statement

The school's Caring and Learning ethos promotes positive interpersonal relations between all members of the school community.

We wish to promote in all our pupils such values as will make them caring and responsible citizens. We believe in the dignity and worth of each individual and in the development of the whole person.

All members of staff share these values and work to ensure a pupil centred approach in which caring is a shared responsibility of all staff. These values underpin all we aim to achieve in Carniny.

Section 2 - Context

This section sets out the context in which the policy has been developed, including the legislative and policy/guidance framework applicable. This includes:

2.1 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](#)

2.2 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 \(SBNI, 2017\)](#)

2.3 The International Context

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

The key points to note are:

The Addressing Bullying in Schools Act (Northern Ireland) 2016:

- Provides a legal definition of bullying
- Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents
- Requires schools to record all incidents of bullying behaviour and alleged bullying incidents
- 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 ALC)
- Requires 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' (A.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. (A.19)
- Be protected from discrimination. (A.2)
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
- Education. (A.28)

Section 3- Ethos and Principles

- 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

Section 4-Consultation and Participation

The principal will consult with all stake holders (parents, staff, pupils) regarding Bullying by means of:

- Survey/questionnaires distributed to pupils, parents and whole staff
- Obtaining the views of all pupils through Class and School Council meetings

4.1 Responsibilities of all Stakeholders

4.1.1 The Responsibility of Staff

Our Staff will:

- Understand the meaning of bullying
- 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 experiencing bullying behaviour and to the child displaying bullying behaviour
- Discuss the importance of telling a teacher (or other staff member) 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
- Report suspected cases of bullying to Mrs Wylie (Principal), Mr Fisher (Vice Principal and Designated Teacher for Child Protection) or Mr Calwell (Deputy Designated Teacher for Child Protection)
- 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

4.1.2 The Responsibility of Pupils

We expect our pupils to:

- Understand the meaning of bullying
- Refrain from becoming involved in any kind of bullying even at the risk of incurring temporary unpopularity
- **Be vigilant towards pupils who may be experiencing bullying behaviour**
- 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 becomes the target of bullying behaviour should:

- Not suffer in silence, but have the courage to speak out in a safe and supportive environment, to put an end to their own suffering and that of other potential targets

4.1.3 The Responsibilities of Parents

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

- Understanding the meaning of bullying
- 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 their teacher, Mrs Wylie, Mr Fisher or Mr Calwell and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils
- Advising their children not to retaliate violently to any forms of bullying
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved
- Co-operating with the school, if their children are accused of bullying. Try to ascertain the truth. Point out the implications of bullying, both for the children who are experiencing bullying behaviours and for the children displaying bullying behaviours

4.1.4 Responsibilities of All

Everyone should

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

Section 5- What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which must be used.

Addressing Bullying in Schools Definition of “bullying”:

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.

In line with this definition, we in Carniny Primary School define bullying as...

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.

While bullying is usually repeated behaviour, there are instances of one-off incidents that the school will consider as 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

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

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

These are possible motivators which may underpin bullying. These 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

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 child by 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 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

Section 6- Preventative Measures

This section sets out the measures taken by Carniny Primary School to prevent bullying behaviour, as defined in the section above. The measures set out here aim to promote a strong anti-bullying ethos within our school and the wider school community.

Outlined below are a number of key actions that will be taken forward, with the aim of preventing bullying and creating a safe learning environment within our caring and learning ethos. Examples of these include:

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy (High Flyers, Golden Book, House Points)
- Promotion of anti-bullying messages through the curriculum e.g. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion (child-friendly version of key messages from the policy)
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU (e.g. sectarian, racist, homophobic, transphobic, disablist, etc.)
- Involvement in our meaningful and supportive Shared Education project with St Colmcille's PS, 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 NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g. Safer Internet Day etc.
- Development of peer-led systems (e.g. School Council and Playground Buddies) to support the delivery and promotion of key anti-bullying messaging within the school
- Development of effective strategies for playground management (zoned areas)
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying
- Development of effective strategies for the management of unstructured times (e.g. break time, lunch)
- Provision and promotion of extra- and co-curricular activities, aimed at promoting teamwork

While many of the measures outlined above will support the development of an anti-bullying culture within school, we also feel it is important to prevent bullying behaviours on the way to and from school. The chief way of preventing this is to ensure the children are in the care of their parents to/from the point of handover at the school gates. Below are the ways we will reinforce this in 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
- Appropriate deployment of staff to support the transition from school day to journey home (e.g. staff duty at school gate).

Carniny Primary School takes online bullying very seriously knowing that this can have a detrimental effect on the pupil's education at school. We will take appropriate measures to raise awareness of the nature and impact of online bullying and support the pupils to make use of the internet in a safe, responsible and respectful way. This may include:

- Addressing key themes of online behaviour and risk through PDMU, 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 (e.g. C2k, PSNI, NSPCC) to support the promotion of key messages
- Participation in annual Safer Internet Day and promotion of key messages throughout the year
- Development and implementation of robust and appropriate policies in related areas (e.g. Acceptable Use of the Internet Policy, Filtering and Blocking Policy, Mobile Phone Policy, Connected Devices Policy, etc.)
- Use of online safety Apps within school (e.g. Classroom App, Securus etc.).
- Parental awareness – we feel that parents have a significant role to play in the prevention of online bullying (awareness of recommended minimum age for relevant Apps or widgets) and should monitor closely the activities of their child/ren
- Promote the Safer Schools App and the regular online safety messages it provides for parents
- Awareness of the Online Safeguarding Team (Mr McCullough, Mrs Wylie and Mr Fisher) – posters displayed throughout the school

Given the nature of technology, as constantly changing and developing, we will monitor our policy and make changes when necessary.

Section 7 – Responsibility

All stakeholders have the responsibility for creating a safe and supportive learning environment for all members of the school communities.

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

Section 8 – Reporting a Bullying Concern

Outlined below are the various ways in which pupils, parents and anyone else with concerns can make these known to the school.

8.1 Pupils Reporting a Concern

Below are some ways pupils can raise concerns and how these can be communicated to staff.

- Verbally- talking to a member of staff (not exclusively the school Safeguarding Team)
- By writing a note to a member of staff (e.g. in a homework diary)
- By posting a comment in a ‘worry box’

ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. All pupils should be encouraged to ‘get help’ if they have a concern about bullying that they experience or is experienced by another. This is in line with our preventative measures set out in section 6.

8.2 Parents/Carers Reporting a Concern

Parents and carers have the responsibility to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Parents/carers should encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to ‘hit back’.

The process of parents/carers reporting bullying concerns is as follows:

- In the first instance, all bullying concerns should be reported to the **Class Teacher**
- 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 the Vice-Principal
- Where the parent is not satisfied that appropriate action has been taken 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. Please reference Complaints Policy. <https://www.carninyprimary.co.uk/documentlink/386/?open=true>

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and feedback will be given to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Section 9 – 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 in collaboration with the school Principal shall...

- Clarify facts and perceptions
- Check records (SIMS Behaviour Management Module)
- 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

As the lead professional, the Principal will be responsible for overseeing this process and completing the BCAF (Bullying Concern Assessment Form).

Following the guidance of the NIABF, Carniny Primary School operates a restorative approach to dealing with bullying behaviours when appropriate.

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.

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

Section 10 – Recording

There is a legal requirement, as set out in the Addressing Bullying in Schools Act (NI) 2016, to maintain a record of all incidents of bullying and alleged bullying behaviour.

Carniny Primary School 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. As such, all paperwork will be recorded in the "Private 2" folder BCAF.

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 Retention and 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.

Section 11 – Professional Development of Staff

Carniny Primary School recognises the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This may include:

- stating a commitment to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
- noting the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
- stating that CPD records will be kept and updated regularly

Section 12 – Monitoring and Review of Policy

The Board of Governors, in liaison with the Principal, will monitor the effectiveness of the Anti-Bullying 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 as required, in consultation with pupils and their parents/carers, on or before the September 2025.

Section 13- Links to Other Policies

- In the development and implementation of this Anti-Bullying Policy, the Senior Leadership team and Board of Governors have been mindful of related policies, including:
- Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Relationships and Sexuality Education
- Online Safety Policy & Acceptable Use of Internet Policy
- Mobile Phone Policy
- Educational Visits
- Staff Code of Conduct
- Equality and Inclusion Policy

This policy was formed in consultation with governors, staff, parents and pupils (November/December 2021).

This policy will be formally evaluated and reviewed at least every four years.

_____ (Chair of Board of Governors)

_____ (Principal)

_____ (Date)

Please Note **Appendix 1** (Below) may be used as a format for recording a pupils account of bullying behaviours

Pupil Record of Incident

Name of Child:	Class:	Date:
Signed _____ (Pupil)		