Dromintee Primary School

Anti-Bullying Policy

Ratified by Board of Governors: October 2021
Next Review Date: October 2025
Signed by:
Principal: _____
Chair of Board of Governors:_____
Date: _____

School address: 8 Ballynamadda Road
                    Killeavy
                    Newry
                    BT35 8TD

Section 1: Introduction

Dromintee Primary School aims to provide a caring and happy learning environment, in which the potential of every child can be realised. In accordance with our mission and aims, we wish to promote in all our pupils values which will develop kind, confident, 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 the shared responsibility of all staff. These values underpin and shape all our school policies. At Dromintee Primary School, 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.

Section 2: Context

This Policy has been developed in accordance with the following:

Legislative Context

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Education and Libraries Order (Northern Ireland) 2003
- 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

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)

International Context

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

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:
  1. In school, during the school day
  2. While travelling to and from school
  3. When under control of school staff, but away from school (e.g. school trip)
  4. When receiving education organised by school but happening elsewhere.
- 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.'*
- The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:
  1. *Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation.*
  2. *Be protected from discrimination.*
  3. *Express their views, in a supported and accessible way, on issues that affect them and to have their opinions taken seriously.*
  4. *Education*

Section 3: Ethos and Principles

We believe that all pupils have the right to learn in an environment which is free from intimidation and fear. Accordingly we will work to create an environment, within which positive relationships will be fostered and bullying behaviour of any sort will be unacceptable. Should bullying behaviour occur, the needs of the pupil experiencing bullying behaviour will be paramount and the school will take all reasonable measures to ensure that the situation is resolved. The person(s) engaged in bullying behaviour, will also be supported to restore relationships. The school will seek to involve and inform parents in all areas of its anti-bullying work.

- We are committed to a society where children and young people can live free and safe from bullying behaviour.
- We believe in a society in which bullying behaviour is unacceptable and where every child and young person, feels safes from bullying behaviour.
- 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 our pupils; 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 behaviour and creating a safe and welcoming environment for all.

Section 4 – Consultation and Participation

This Policy has been drawn up and agreed with all members of staff and governors, in liaison with pupils. In updating the policy, we have engaged in the following consultation process:

- Feedback from teaching and non-teaching staff, during inset day 26th August 2021.
- Seeking views of a selection of pupils from P4-7 (10 from each class), through the completion of a questionnaire with the Pastoral Care Coordinator, 1st October 2021.
- Random selection of parental surveys distributed to parents with children in P1-7, 1st October 2021.

The school Safeguarding Team drafted the revised policy. This was then presented to all staff members for their approval in September 2021, before being ratified by the Board of Governors in October 2021. The Policy was then shared with all parents on the school website.

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) 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.

The Northern Ireland Anti-Bullying Forum (NIABF) defines bullying as:
"Behaviour that is usually repeated, by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others."

There may however be times when one-off incidents are considered as a bullying incident. When assessing a one-off incident to decide on whether to

classify it as bullying, Dromintee Primary School staff will consider the following criteria:
- severity and significance of the incident
- evidence of pre-meditation
- impact of the incident on individual(s) (physical/emotional)
- impact of the incidents on wider school community
- status/nature of previous relationships between those involved
- any previous records of incidents involving the individuals

Any incidents which are not considered bullying behaviour, will be addressed under the Positive Behaviour Policy. If an incident is deemed as inappropriate behaviour and not bullying behaviour, an inappropriate behaviour form will be completed by a member of staff . This behaviour will be monitored appropriately, as it may require further intervention. (See Appendix 1)

The following unacceptable behaviour, 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 spreading false rumours about others**
    - **Trying 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 (e.g. photographs or videos) online to embarrass someone**

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We will work with parents and families, to ensure that they share the responsibility and have awareness of keeping safe online. Children will be taught 'netiquette' and through the Keeping Safe Programme, will learn how to become digitally resilient.

*Please note: This is not an exhaustive list and that other behaviour which fits with the definition, may be considered bullying behaviour.

There are various motivations behind bullying behaviour, including those named in the Act. 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 status

Bullying behaviour 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 avoid referring to a pupil as 'a bully' or 'a victim'. Rather, we will use the terms:

- 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. This includes pupils, staff and parents.

Emotional or psychological harm and physical harm are defined within DE Guidance as:

▪ **Emotional or psychological harm~** *'intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem.'*

- **Physical harm**~ *'intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.*

Section 6 – Preventative Measurers

The focus for all anti-bullying work should be in preventing bullying behaviour and creating a safe learning environment. We believe that the robust implementation of preventative measures will greatly assist in reducing the incidences of potentially bullying behaviour. In Dromintee Primary School we have implemented a range of preventative measures to reduce the incidences of bullying behaviour. These measures include:

- The role of the Pastoral Care team, made up of P6-7 pupils (academic year 2021-2022). The role of Pastoral Care Team has been communicated to the school community through assemblies and through the Pastoral Care notice board in the Key Stage 2 resource area. They have set up "Worry Boxes" in both the Foundation Stage and Key Stage 2 Resource Areas, which allow pupils to write down any worries they have. These are checked twice daily. The Pastoral Care Team also patrol designated areas in the playground daily and help pupils who go to the 'Buddy Stops' located throughout the playground. The Pastoral Care team try to resolve problems or worries which their peers have. If a problem arises beyond their ability, they inform a member of the Safeguarding Team Mrs F. Fearon (DT/Pastoral Care Coordinator), Mrs M. Kelly (Vice-Principal/DDT) or Mrs W. McKeown (Principal). Confidentiality is of the utmost importance amongst the Pastoral Care Team.
- Our pastoral programmes have been informed by the pupil voice which was elicited through questionnaires, (distributed March/April 19 P1-7 and October 2021 P4-7) and the Pastoral Care Team's work in their class and the younger classes in the school. Due to Covid-19 restrictions in the academic year 2020-2021 it was more difficult for the Pastoral Care Team to carry out their work. It is hoped that during the academic year of 2021-2022 that the Pastoral Care Team will be able to carry out increased duties again.
- P6-7 (20 pupils) Pastoral Care Team Members 2021-2022, have completed 4 weekly training sessions delivered by Action Mental Health in peer listening and will be known as 'Peer Pals.' This will further enhance their skills as Pastoral Care Team Members. These pupils will train further pupils in the second/third terms in becoming 'Peer Pals.'
- Anti-bullying ambassadors – the Pastoral Care Team have previously been trained by the Diana Awards. The Ambassadors have created a rap detailing their work, to help remind pupils where they can find help if they are experiencing bullying behaviour, feeling sad or have a worry. This will be communicated again through school assemblies. Pupils

have also drafted a pupil friendly anti-bullying policy. This will be finalised in term 2 and distributed to all pupils.

- The Pastoral Care Team also present termly 'Kindness Awards,' to those pupils who they observe demonstrating random acts of kindness to their peers. These pupils are selected when the Pastoral Care Team 'go undercover.' Pupils are then presented with a certificate at assembly when the Pastoral Care Team, give reasons as to why each pupil from P1-7 was selected.

- The delivery of the whole school NSPCC Keeping Safe Programme (first delivered 2018-2019), though our preventative curriculum work. It is taught over the 3 terms with an introductory assembly for each theme. Homework is set based on each lesson, so that families are aware of the lesson content and can reinforce the Keeping Safe messages at home.

- Ethos and Pastoral Care: We will seek to be a "listening school" in which pupils are encouraged to express their feelings, fears and concerns. This will be facilitated through the annual introduction of our positive behaviour approach, when the class and school rules are devised, by way of negotiation. This message will be regularly reinforced throughout the year at our assemblies.

- PDMU: As part of our Pastoral Care Programme, all teachers ensure weekly PDMU lessons are included in our school timetable. Within this safe environment, our pupils are regularly encouraged to think about their feelings and behaviour and how it affects others. We believe that developing empathy at this level, will enable our pupils to see things more readily from the point of view of others. In turn, this will lead to more thoughtful and respectful behaviour.

- Staff address issues such as the various forms of bullying behaviour, including the how and why it can happen, through PDMU (e.g. sectarian, racist, homophobic, transphobic, disablist, etc.)

- Anti-bullying messages are regularly promoted through the curriculum e.g. inclusion of age-appropriate material, specific to individual subject areas related to bullying behaviour, positive behaviour and inclusion. All pupils participate in the annual NIABF Anti-Bullying Week and Safer Internet Day activities, to promote anti-bullying messages.

- Through the preventative curriculum, pupils are involved in a number of activities to promote positive emotional health and wellbeing (e.g. All pupils P1-7 (and staff) participated in workshops delivered by Action Mental Health in term 3 2021.) Staff also plan for a number of activities such as mindfulness/breathing activities/yoga etc. to help promote positive emotional health and well-being.

- The wider curriculum: Study and discussion on the theme of bullying behaviour, is also developed in response to texts which are met in the Literacy and Religion programmes of study. Role-play situations may be devised to help pupils deal with possible bullying behaviour scenarios. Similarly pupils may benefit from being placed in situations, which require them to see things from the pupil who is experiencing bullying behaviour point of view. We assume a role in teaching social skills in a conscious way and as teachers our aim is to develop a caring co-operative ethos in our school and to make the school day as happy and productive as possible.

- Rewarding Good Behaviour: As a school we constantly aim to raise awareness and understanding of the positive behaviour expectations as set out in our Positive Behaviour Policy. We use a variety of methods to reward and encourage good behaviour e.g. verbal praise in class, giving of responsibility tasks, acknowledgement by principal, recognition in class/assemblies and affirmation and acknowledgement by staff members. Conduct at break and dinner times is also monitored and positive behaviour commented on.

- Development of effective strategies for the management of unstructured times e.g. break time, lunch.

- Anti- Bullying messages are placed strategically throughout the school environment as reminders of good practice for the pupils: e.g. large display posters in Assembly Hall.

- Provision and promotion of extra and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, Burns Sports activities/ Art (nurture groups) with Julia, afterschool Gaelic with Greg (P6/P7)/ Gardening Club (Finnegans Nursery).

- The school website and learning platforms of Google Classroom and Seesaw, are used by staff to reinforce key messages within the area of Anti-Bullying e.g. Pastoral Care section on the website updating parents and community of pupil activities and school initiatives.

Preventing bullying behaviour on the journey to and from school:
- Development of a culture where pupils take pride in their school and are viewed as ambassadors for Dromintee Primary 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 e.g. peer monitoring systems on school bus.
- Regular engagement with transport providers: EA Transport 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 e.g. staff bus rota and procedure for safe handover.

We raise pupil's awareness of the nature and impact of online bullying and support our pupils to make use of the internet in a safe, responsible and respectful way. We do this by:

- Addressing key themes of online behaviour and risk through PDMU/RE and ICT, including understanding how to respond to harm and the consequences of inappropriate use.
- Participation in whole school annual Anti-Bullying Week activities (November).
- Engagement with key statutory and voluntary sector agencies, e.g. C2k, PSNI, Public Health Agency, Safeguarding Board for NI, e-Safety Forum to support the promotion of key messages.
- Participation in whole school annual Safer Internet Day (February) and promotion of key messages throughout the year.
- Development and implementation of robust and appropriate policies in related areas e.g. E-Safety Policy.

Section 7 – Responsibility
Everyone in Dromintee Primary School community, including pupils, parents/carers and staff are expected to respect the rights of others to be safe.

Responsibilities of Staff
We expect our staff to:

- 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 in our pupils.
- Discuss bullying behaviours with all classes, so that every pupil learns about the hurt it causes to both the child who experiences bullying behaviour and to the child who is displaying bullying behaviour.
- Continually reinforce the importance of telling a safe adult of staff, about bullying behaviour when it happens.
- Be alert to signs of distress and other indications of bullying behaviour.

- **Listen to children who report that they have experienced bullying behaviour, take what they say seriously and provide reassurance that appropriate action will be taken.**
- **Follow up any concern by a parent about bullying behaviour, report back promptly and fully on the action that has been taken.**
- **Liaise with a member of the Safeguarding Team, following alleged/suspected cases of bullying behaviour, to record and take appropriate action.**
- **Fully engage in activities and competitions organised during Anti-Bullying Week.**
- **Use circle time, PDMU/RE lessons, school assemblies etc. to promote opportunities to discuss the subject.**

Responsibilities of Support Staff and other adults connected with the school for Clubs and Activities

- **All staff and adults working with pupils (including peripatetic teachers, music tutors, sports coaches and adults leading after-school activities), should be vigilant in looking out for signs of bullying behaviour.**
- **They should report any incident of bullying behaviour or suspected bullying behaviour, to the class teacher or in the absence of the teacher, a member of the Safeguarding Team.**
- **During break and lunch time, supervisory staff will assist with playground games and help maximise the use pupils make of the play equipment and playground markings. They will closely monitor involvement in activities.**

Responsibilities of our Pupils
We expect our pupils to:

- **Tell a safe adult if they are experiencing bullying behaviour.**
- **Refrain from becoming involved in any form of bullying behaviour.**
- **Report to a member of staff any witnessed or suspected instances of bullying behaviour.**
- **Intervene to protect any pupil who is experiencing bullying behaviour, by reporting the incident to a safe adult.**
- **Cooperate with adults in a truthful manner when working towards resolution.**
- **Build relationships and move forward in a spirit of mutual support.**

Responsibilities of our Parents
We ask our parents to support us by:

- **Advising their children to report any incidents of bullying behaviour to their teacher or any staff member.**

- Informing the school of any suspected bullying behaviour as soon as possible.
- Advising their child not to retaliate to any form of bullying behaviour.
- Co-operate with the school in matters of bullying behaviour if their child is experiencing bullying behaviour or if their child is displaying bullying behaviour.
- Understand that the term 'bullying' can be used loosely. Accepting that the school will always seek to establish accurate accounts of events, when determining whether or not an incident of bullying behaviour has occurred.

Parents must not approach another child about a behaviour matter or an incident of suspected bullying, at Dromintee Primary School. All concerns must be brought directly to school staff in line with school policy.

Section 8 – Reporting a Bullying Concern
Pupils Reporting a Concern

Any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Through the preventative work previously listed, this message should focus on 'getting help' rather than 'telling'. As such all pupils should be encouraged to 'get help' if they have a concern about bullying behaviour, that they experience or is experienced by another pupil.

Pupils can report bullying behaviour concerns, including:
- Verbally- talking to a member of staff/speaking to a member of the Pastoral Care Team/stand at the Buddy Stop.
- By posting a comment in the 'Worry Box' checked by the Pastoral Care Team twice daily.
- By writing a note to a member of staff e.g. in a homework diary.

Parents/Carers Reporting a Concern
Parents/carers can report bullying behaviour concerns by:
- In the first instance all bullying behaviour concerns should be reported to the Class Teacher.
- Where the parent/carer 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 Mrs F. Fearon Pastoral Care Coordinator/Designated Teacher or Mrs M. Kelly Vice-Principal/Deputy Designated Teacher.
- Where the parent/carer is not satisfied that appropriate action has been taken by the Pastoral Care Coordinator/Vice-Principal to prevent further incidents,

or where further incidents have taken place, the concern should be reported to **Mrs W. McKeown Principal.**

- Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedures should be followed. This usually involves making a formal, written complaint to the Chair of the Board of Governors, **Mr Adrian Gray.**
- It is the responsibility of parents/carers to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Parents/carers need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

While a report of a bullying concern is most likely to come from pupils or their parents/carers, the school will be open to receiving such reports from others.

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 made 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 school process outlined below, provides a framework for how we will respond to any bullying concerns identified.
A member of staff will complete the Bullying Behaviour Assessment Form (Appendix 2) and will note the actions to be taken.
Staff will:
- Clarify facts and perceptions
- Check records (Class record file)
- Assess the incident against the criteria for bullying behaviour

If bullying behaviour has been identified staff will:
- Identify any themes or motivating factors
- Identify the type of bullying behaviour being displayed
- Identify intervention level for pupil experiencing/displaying bullying behaviour
- Select and implement appropriate interventions for all pupils involved
- Track, monitor and record effectiveness of interventions
- Review outcome of interventions
- Select and implement further intentions as necessary

When responding to a bullying concern, staff will implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved.

As previously stated, no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Below details levels of bullying behaviours and suggested strategies which staff may use when completing a Bullying Behaviour Assessment Form.

Levels 1-4 of Bullying Behaviour

Level 1

This is deemed to be **low level** bullying which is often a minor occurrence.

Level 2

This is deemed to be an **intermediate level** of bullying, which is where bullying is more frequent and more severe.

Level 3

This is deemed to be a more **complex** form of bullying where the children who are displaying bullying behaviours are resistant to change and where there may be risk factors presenting. This may be a child with additional needs.

Level 4

This is deemed to be a **high-risk** form of bullying where the child displaying the bullying behaviour may have significant mental health issues, criminal issues or a child presenting with child protection safeguarding concerns.

Examples of interventions are outlined below. This is not an exhaustive list.

Level 1 interventions include: quality circle-time, class council sessions, small group discussions, think time discussion sheets with reviews, rule reminding exercises, sorry cards/notes, conflict resolution steps, behaviour charts etc.

Level 2 interventions include: small group interventions through circle-time and circle of friends, 1:1 discussion, informal discussion with parent

Level 3 interventions include: individual pupil interventions, external agencies and formal parental involvement

Level 4 interventions include: work with Positive Behaviour Policy and/or investigative agencies such as PSNI, with the view to suspend or expel

1. Reviewing the situation

Serious situations will be monitored and formally reviewed within one month of the initial report. This will be done by the class teacher, Pastoral Care Co-ordinator/Vice-Principal or Principal in cooperation with other teachers, pupils and parents concerned.

2. Involvement of other agencies in provision of support

When necessary, the school will draw on support from a range of outside agencies. In most instances, the school will seek to deal with the situation from within its own resources. However, if it becomes clear at level 3 or 4 that outside help is needed, the school will not hesitate to avail of it. If concerns persist and there are concerns by either school or parents, a child may be referred to outside agencies for extra support.

External partnerships may include:
- Liaison with other board support services (support from SpLD, EWO, EA: BST, EBD, CCMS)
- Health and social services (Family Support Hub)
- Procedures for involving these services: Referral made by SENCO/Pastoral Care Co-ordinator/Principal after consultation with teachers & parents.

Section 10 – Recording
The school will record all relevant information related to reports of bullying behaviour in individual class file, 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

Each class teacher will be responsible for securely storing their own class file, throughout the academic year.

Department of Education guidance to schools encourages the use of the SIMS Behaviour Management Module for record keeping. This is something the school will think of adapting in 2023.

All records will be maintained in line with relevant data protection legislation and guidance. Records will be kept securely until the pupil is 23 years old (26 years old Special Educational Needs). Access to these records will be restricted and only provided to appropriate members of school staff.

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
We at Dromintee Primary School recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff.
As such we:
- Are committed to ensuring that teaching and non- teaching staff are provided with appropriate opportunities for professional development as part of the school's ongoing Continued Professional Development (CPD) provisions.
- Will note the impact of the training given on both the policy and its procedures - e.g., any amendments made, inclusions added etc. will be noted.
- Will ensure that there will be opportunities for safeguarding training afforded to Governors and all staff.
- Will ensure that CPD records will be kept and updated regularly.

Section 12 – Monitoring and Review of Policy
Implementation of this policy will be monitored by the Principal Mrs W. McKeown, Deputy Designated Teacher/Vice-Principal Mrs M. Kelly and Designated Teacher/Pastoral Care Coordinator Mrs F. Fearon and class teachers where appropriate, in consultation with staff, parents and pupils. To appropriately monitor the effectiveness of the Anti-Bullying Policy the Board of Governors will:
- maintain a standing item on the agenda of each meeting of the Board where a report on recorded alleged/confirmed incidents of bullying behaviour 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

Feedback from ongoing monitoring will inform amendments and new ideas and strategies will be incorporated accordingly.

It is a legal requirement that the Anti-Bullying Policy be reviewed at intervals of no more than four years. However, this policy will be reviewed following any

incident which highlights 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 will be reviewed as required, in consultation with pupils and their parents/carers, on or before October 2025.

Section 13 – Links to Other Policies
This Anti-Bullying Policy forms part of the school's overall Pastoral Care Policies. In the development and implementation of this Anti-Bullying Policy, the Board of Governors have been mindful of related policies.

- **Positive Behaviour Policy**

It links with our Positive Behaviour Policy, in which the school promotes high standards of behaviour, details the standards of behaviour which are considered inappropriate, and the restorative approach implemented in rebuilding harmonious relationships.

- **Safeguarding and Child Protection Policy**

It links with our Safeguarding and Child Protection Policy, which strives to protect children from harm and develop their personal safety strategies.

- **Special Educational Needs Policy**

It links with our Special Educational Needs Policy which outlines the school's practice in facilitating the particular needs of individual children, including behavioral issues.

- **E-Safety Policy**

It links with our E-Safety Policy in which the school outlines the steps taken to ensure children's safety when utilizing ICT.

- **Health and Safety Policy**

- **Relationships and Sexuality Education**

- **Educational Visits**

- **Staff Code of Conduct**

Appendices:

Appendix 1: Inappropriate Behaviour Concern Record

Appendix 2: Bullying Concern Assessment Form (BCAF)

Appendix 3: Examples of Think Time Discussion Sheets & Review

Appendix 4: NIABF Restorative Questioning Guide

Appendix 5: High-Scope Steps To Help Pupils Resolve Conflicts

Appendix 1

Inappropriate Behaviour Concern Record

Record of interventions and strategies used following an incident of inappropriate behaviour.

Pupil(s) who experienced inappropriate behaviour

_____

_____

_____

_____

_____

_____

Pupil(s) who displayed inappropriate behaviour

_____

_____

_____

_____

_____

_____

Member of staff: _____

Date: _____

<u>**Appendix 2**</u>

Bullying Concern Assessment Form
Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - Assessment of Concern   *Date:*

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

(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.

	Name(s)	**Gender**	**DOB/Year Group**
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			
Check records for previously recorded incidents			

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

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 pupil or group of pupils?	**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**

One-off Incident

Criteria:	Information gathered:
When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision-making process:	
severity and significance of the incident	
evidence of pre-meditation	
Significant level of physical/emotional impact on individual/s	
Significant level of impact on wider school community	
Status/nature of previous relationships between those involved	
Records exist of previous incidents involving the individuals	

YES the above criteria have been met and bullying behaviour has occurred.	**NO the above criterial have not been met and bullying behaviour has not occurred.**
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate .
Agreed by _____ Status _____ On ___/___/___	

PART 2

2:1 Who was targeted by this behaviour?

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: _____

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

Select one or more of the following:

☐ Age
☐ Appearance
☐ 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 _____

PART 3A

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name: **Year Group/Class:**

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

Parent/ carer informed: **Date:** **By whom:**

Staff Involved:

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

Record of participation in planning for interventions
Pupil:
Parent/carer:
Other Agencies:

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

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PART 3B

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name: **Year Group/Class:**

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

Parent/ carer informed: **Date:**   **By whom:**

Staff Involved:

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

Record of participation in planning for interventions
Pupil:
Parent/carer:
Other Agencies:

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

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PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

Date of Review Meeting:

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

☐ 1 – Fully

☐ 2 – Partially

☐ 3 – Further intervention/support required

Give details:

_____

_____

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

☐ Re-assess Level of Interventions and implement other strategies from an

appropriate level

☐ Track, monitor and review the outcomes of further intervention

☐ Keep under review the Stage of Code of Practice each pupil is on

☐ Follow Safeguarding Policy

☐ Seek multi-agency input (EA, Health and Social Services etc.)

☐ Engage with Board of Governors

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

<u>**Appendix 3**</u>

Think Time Discussion Sheet

Name _____ Class: _____ Date ___/___/____

This is what happened

This is what I was thinking/feeling at the time

This is what I chose to do

Who was affected by what I did?

How were they affected by my actions?

What action(s) do I need to take <u>now</u> to make things better/right?

1

2

3

Signatures

Staff _____

Pupil _____

Date _____

Parents informed?   Yes/No

Review Meeting Discussion Sheet

Date: _____

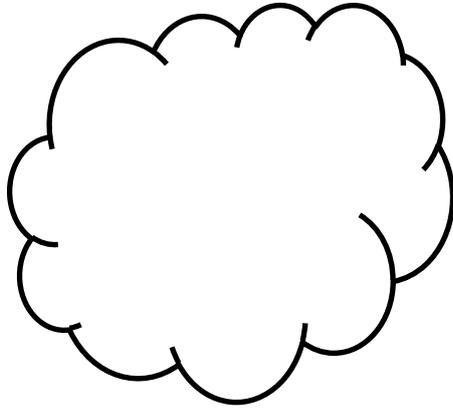| The actions I decided to take to make things better were:	Done	Not Done	Results/consequences of my actions
1.			
2.			
3.			

Comments:

REVIEW OF OUTCOMES
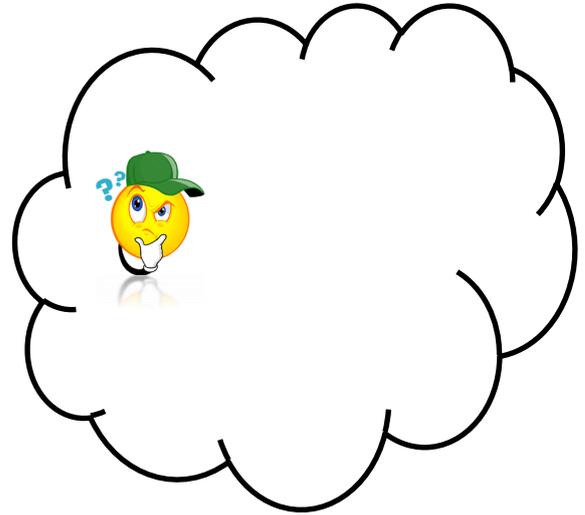**Signatures:**

Staff _____

Pupil _____

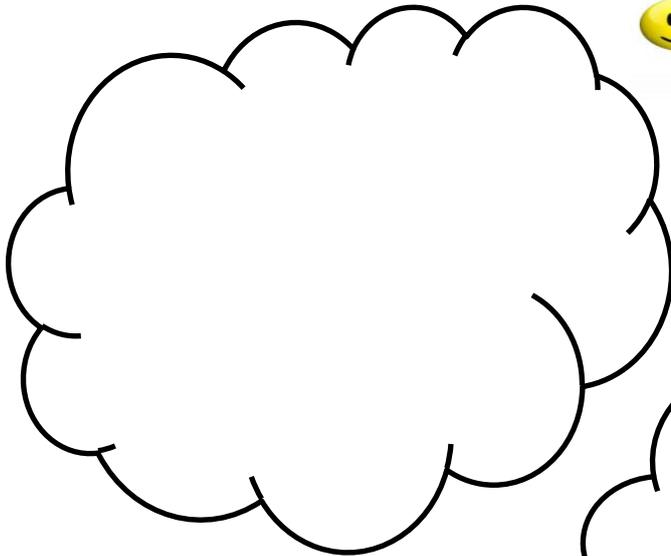**Date _____**

Think Time Discussion Sheet

Name:_____ Date:_____

What happened?
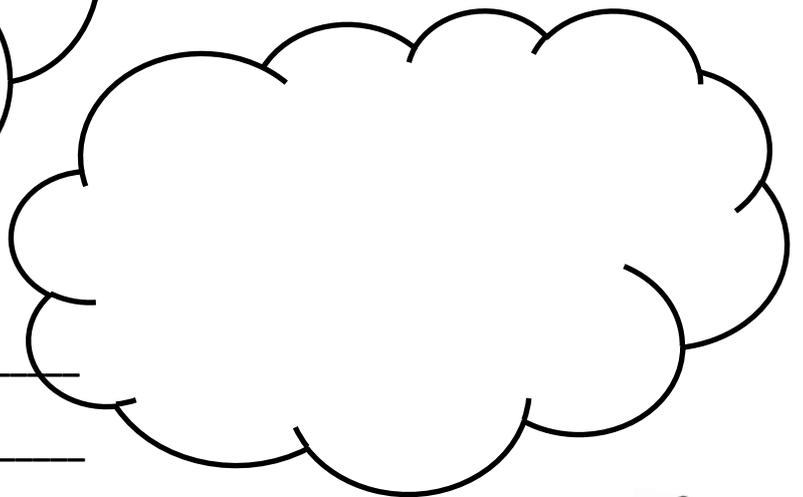
Why did it happen?

How did I make others feel?

What could I have done differently?

Signatures
Staff _____

Pupil _____

Date _____

Parents informed?   Yes/No

Review Meeting Discussion Sheet

Date: _____

The actions I decided to take to make things better were:	Done	Not Done	Results/consequences of my actions
1.			
2.			
3.			

Comments:

REVIEW OF OUTCOMES
Signatures:

Staff _____

Pupil _____

Date _____

<u>Appendix 4</u>

Restorative Questioning
Use the five self-reflective, restorative questions in the sequence listed below. This approach should enable the pupil who displays bullying behaviour to take responsibility for his/her behaviour and to undertake action(s)to promote reparation.

Adult Questions	
1.	*Tell me what happened?*
2.	*What were you thinking that led you to behave that way?*
3.	*Who has been affected by what you have done?*
4.	*Can you tell me how that person has been affected by your behaviour?*
5.	*What do you think you need to do to make things right?*

High-Scope Steps
To Help Pupils Resolve Conflicts

1.   **Approach calmly, stopping any hurtful actions.**
- **Place yourself between the pupils, on their level.**
- **Use a calm voice.**
- **Remain neutral rather than take sides.**

2.   **Acknowledge feelings.**
- **"You look really upset."**
- **Let pupils know you need to hold any object in question.**

3.   **Gather any information.**
- **"What's the problem?"**

4.   **Restate the problem.**
- **"So the problem is…"**

5.   **Ask for solutions and choose one together.**
- **"What can we do to solve this problem?"**
- **Encourage pupils to think of a solution.**

6   **Be prepared to give follow-up support.**
- **"You solved the problem!"**
- **Stay near the pupils.**