

# Anti-Bullying Policy

## Moneynick Primary School

September 2021

Updated November 2024



Signed: \_\_\_\_\_ (Principal)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Chair)

Date: \_\_\_\_\_



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## 1. INTRODUCTION

This policy gives information on our Anti-Bullying procedures within school and is intrinsically linked to our Discipline and Child Protection policies. It is available to parents upon request.

At Moneynick 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.

## 2. CONTEXT

This policy has been created within the following legislative context:

- The Addressing Bullying in School Act (Northern Ireland) 2016 which:
  - Provides a legal definition of bullying behaviour
  - Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents
  - Requires school to record all incidents of bullying behaviour and alleged bullying behaviour incidents
  - Sets out under which circumstances this policy should be applied, namely:
    - In school, during the school day
    - While travelling daily directly to school at the start of the day and directly from school to home at the end of the school day
    - When under the control of school staff, but away from school (e.g. school trip, a school visit, attending another school, or community facility)

- When receiving education organised by school but happening elsewhere e.g. Shared Partnership
      - Requires that the policy be updated at least every four years
- The Education and Libraries Order (Northern Ireland) 2003 (A17-19) requires the Board of Governors to:
  - ‘Safeguard and promote the welfare of registered pupils’
- 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 following policy and guidance framework has also been used in the creation of this policy:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Board 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)

This policy has also been created within the guidance framework of the United Nations Convention on the Rights of the Child (UNCRC) which sets out every child's right to:

- Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation
- Be protected from discrimination
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously
- Education

### 3. ETHOS AND PRINCIPLES

In Moneynick Primary School we are committed to a society where children and young people can live free and safe from bullying behaviours. Our school has a statutory duty under the Education and Libraries (Northern Ireland) Order 2003 to prevent and tackle all forms of bullying behaviours. 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 behaviour 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 behaviours 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

In Moneynick Primary School we will:

- maintain a school ethos which encourages children to identify and disclose and discuss incidents of bullying behaviour
- teach the rules of acceptable social behaviour
- help pupils acquire the social skills necessary in forming relationships
- provide opportunities for improving pupil’s self-esteem, assertiveness and independence
- help children to express their own feelings and emotions
- help pupils to develop skills of co-operation, listening, sharing
- raise awareness of bullying behaviour, as a form of unacceptable behaviour, with staff, pupils (through School Council) and parents
- develop procedures for noting and reporting incidents of bullying behaviour and for investigating and dealing with bullying behaviour
- 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)

## 4. CONSULTATION AND PARTICIPATION

In compliance with the Addressing Bullying in Schools Act (NI) 2016, all our stakeholders were consulted during the development of this policy. All pupils completed a survey which sought to clarify their current views on bullying behaviours. All parents were consulted and their opinions noted. Staff and governors attended appropriate anti-bullying training.

## 5. WHAT IS BULLYING?

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

1. – (1) In this Act “bullying behaviours” 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 at Moneynick Primary School believe Bullying behaviours are usually repeated, (2 or more repeated incidents involving the same target) carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.



While bullying behaviours are usually repeated behaviour, there are also instances of one-off incidents that we will consider as bullying behaviours. When assessing a one-off incident, we 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 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 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 (one electronic act may result in many repeated posts)
  - Using online platforms or other electronic communication to carry out many of the written acts noted above
  - Impersonating someone online to cause hurt
  - Sharing images (e.g. photographs or videos) online to embarrass someone

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

As outline in Addressing Bullying in Schools Act (NI) 2016, various motivators exist that contribute to Bullying behaviour, 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 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

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.

## 6. PREVENTATIVE MEASURES

In Moneynick Primary School we have established several 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 behaviour messages through the PD & MU curriculum
- Addressing issues such as the various forms of bullying behaviours, including the how and why it can happen, through PD & MU
- Delivery of the RRS – Right of the Child,
- School rules, Class Charter and discipline procedures
- Involvement in Shared Education which will support pupils in exploring, understanding and responding to difference and diversity
- Through a preventative curriculum which will actively promote positive emotional health and wellbeing in PE, Well-being and PD & MU lessons
- Annual participation in Anti-Bullying Week (Northern Ireland Anti-Bullying Forum - November). This raises awareness of bullying behaviour 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. Buddies are easily identifiable in the playground as they wear buddy badges. 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
- All supervisors are trained in the school Anti-Bullying measures, Child Protection and Safeguarding. 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 behaviours
- 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 a monthly cup 'In recognition of our School Values'.
- Anti-Bullying Ambassadors, digital leaders and bus prefects – Senior pupils who travel on the bus, take responsibility for digital technology and promote anti-bullying messages will lead example and report to Principal or class teacher

Specific measures which will be put in place to prevent bullying behaviour during the journey to and from school 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 Translink 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

At Moneynick Primary School we will seek to raise awareness of the nature and impact of online bullying behaviour 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 PD & MU, including understanding how to respond to harm and the consequence of inappropriate use
- 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 ICT and E-safety messages throughout the year
- Implementation of guidelines and practices contained within our e-Safety policy

## 7. RESPONSIBILITY

Within Moneynick Primary School 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 open to bullying behaviour, 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 had experienced bullying behaviour, 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

## 8. REPORTING A BULLYING CONCERN

While there is little history of bullying behaviour in Moneynick 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, Mrs. McConway



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

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#### STAFF AWARENESS

All members of staff have a duty to be alert to and respond to incidents of bullying behaviour. 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 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

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#### PUPILS REPORTING A CONCERN

Pupils are encouraged to raise any concerns that they may have with a 'Trusted Adult'. These concerns may include experiencing or witnessing bullying behaviour. The 'Trusted Adults' are identified during the delivery of the Anti-Bullying programmes/weeks and their photographs are displayed prominently throughout the school and on our Moneynick Safety Net display board. Pupils may verbally talk to any of these adults. Pupils may also write a note and leave it in the school Worry Box. Primary 6/7 will also have a unique code for CyberSyd to use externally to report an incident of bullying behaviour confidentially, immediately and directly to Mrs McConway's email.

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

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#### PARENTS/CARERS REPORTING A CONCERN

At Moneynick Primary School 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 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 behaviour
- 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, Mrs McConway. 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 behaviour 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.

## 9. RESPONDING TO A BULLYING CONCERN

The processes outlined below provide a framework for how we at Moneynick Primary School will respond to any bullying behaviour 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 not listed in the Effective Responses to Bullying Behaviour resource
- 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 (Appendix 2), interventions will focus on responding to bullying behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may also implement sanctions for those displaying bullying behaviour.

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#### SUGGESTED SANCTIONS

In Moneynick Primary School 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

Information regarding any actions taken surrounding a report of a bullying concern, cannot be disclosed to anyone other than that pupil and his/her Parents/Carers.

## **Level 1 - Individual Interventions**

Interventions at this level support staff to:

- Explain the inappropriateness of the bullying behaviour in line with the school's values (refer to your school's Positive Behaviour Policy).
- Identify possible consequences if the socially unacceptable behaviour or bullying behaviour continues.
- Point out the level of distress felt by the pupil experiencing bullying behaviour. Enable pupils to adapt their behaviour with targeted interventions.
- Talk with the pupil(s) involved to explore coping strategies and to build resilience by helping the pupil(s) to identify ways in which they may be strengthened and supported, e.g. peer support.
- Promote appropriate reparation to be undertaken.
- Monitor the efficacy of the outcomes/impact on the situation carefully.
- Review the situation with the pupils involved to determine further intervention if required.
- Be prepared to intervene with a higher response level if the behaviour is resistant to change.

## **Level 2 – Group focused Interventions**

While interventions at Level 2 may involve continuing with the above, there may be a shift from individual support to larger group or whole-class interventions.

To be effective group work needs:

- The consent and involvement of the pupils whether experiencing or displaying bullying behaviour.
- To be planned and timetabled, with the length of the session dependent on age and ability of those involved. Parental / carer consent and agreement from participating pupils. Careful and balanced selection of membership for group support.

- To take place in a suitable, sensitive and comfortable environment.
- To be uninterrupted.
- To be facilitated in a positive manner for all - 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 amongst participants. Decisions taken and outcomes agreed and recorded.
- To facilitate the development of empathy amongst pupils. A solution focused approach to the situation.
- To provide opportunities for pupils to take responsibility for their actions in a safe and supported environment.
- To ensure regular feedback on agreed actions is given to all parties (staff, pupils and parents/carers).

### **Level 3 – Complex Group Dynamics and/or Multi-Agency Interventions**

Interventions at this level, address situations of more complex bullying behaviour. These situations may have been ongoing over a longer period of time, or as a result of previous interventions being ineffective in resolving the situation. Responses to bullying behaviour at this level may involve the Pastoral Coordinator, Learning Support Coordinator, Designated Teacher for Child Protection, working in partnership with the pupils, and their parents/carers, to determine the way forward in affecting change. It is important that all interventions at this level are planned in advance. Schools should also use their risk assessment and planning procedures to assess and manage any risks of further bullying behaviour concerns. All those involved with the pupil must contribute to both the risk assessment process and the Risk Reduction Action Plan (RRAP) and be clear about their individual ongoing role in the implementation, evaluation and review of the plan. Planning may require multi-agency discussion, with involvement of Education Authority services and other external support agencies, in line with the Code of Practice procedures. Bullying behaviour at this

level can involve complex group dynamics where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying behaviour. Consequently, interventions may require one-to-one meetings, small group work and whole class involvement, along with individual support and strength building programmes.

#### **Level 4 - High Risk Interventions**

Bullying behaviour assessed as requiring intervention at Level 4 are complex and severe, involving a significant threat to the safety and welfare of any or all of the pupils involved. Such severe bullying behaviour concerns may be new or may have proved resistant to ongoing interventions and therefore 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 Safeguarding and Child Protection Policy and Procedures must be invoked, including the involvement of the Designated Teacher for Child Protection and the Safeguarding Team. Advice and support are available to schools through the Child Protection Support Service for Schools. Responses to incidents at this level will require a multi-disciplinary approach, involving a range of partner agencies including the Education Authority, Social Services, Child and Adolescent Mental Health Services CAMHS, the Police Service of Northern Ireland (PSNI) and other relevant support agencies contributing to a multi-agency RAMP and/or UNOCINI. In addition to safeguarding procedures and practices, including referral to external support services, the school's interventions at Level 4 should also continue to implement interventions detailed at Level 3 as appropriate.



## 10. RECORDING

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

- How the bullying behaviour was displayed (the method)
- The motivation for the bullying 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 behaviour and alleged bullying behaviour will be used to inform the future development of the anti-bullying policy and practice within the school.

## 11. PROFESSIONAL DEVELOPMENT OF STAFF

At Moneynick 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 impact of all training will be noted on the policy and procedures, including any amendments or inclusions that are made. Opportunities for safeguarding training will be afforded to Governors and all staff – teaching and non-teaching. Child Protection records will be kept up to date.

## 12. 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 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

This Anti-Bullying policy shall be reviewed as required, in consultation with pupils and their Parents/Carers, on or before September 2025.

## 13. LINKS TO OTHER POLICIES

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:

- Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Relationships and Sexuality Education Policy

- E-Safety Policy
- Educational Visits Policy
- Staff Code of Conduct

CONTACTS AND HELPLINES

[www.childline.org.uk](http://www.childline.org.uk)

Tel: 0800 11 11

**NI Childline**

Tel: 028 9032 7773

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

Tel: 0808 800 2222

**NSPCC**

[\*\*help@nspcc.org.uk\*\*](mailto:help@nspcc.org.uk)

[www.worriedneed2talk.org.uk](http://www.worriedneed2talk.org.uk)

[www.niabf.org.uk](http://www.niabf.org.uk)

**Incident Date:**

| <b>Pupils Involved</b> | <b>Role</b> | <b>Incident Date</b> | <b>Gender</b> | <b>DOB</b> | <b>Year and Reg</b> |
|------------------------|-------------|----------------------|---------------|------------|---------------------|
|                        |             |                      |               |            |                     |
|                        |             |                      |               |            |                     |

| <b>Incident</b>            | <b>Comments</b> |
|----------------------------|-----------------|
| Bullying Behaviour Concern |                 |

**PART 1 - ASSESSMENT OF CONCERN**

**DATE:**

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

*“bullying” includes (but is not limited to) the repeated use of —*

- (a) any verbal, written or electronic communication*
- (b) any other act, or*
- (c) any combination of those,*

*by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.*

|   | <b>Name(s)</b> | <b>Gender</b> | <b>DOB/Year Group</b> |
|---|----------------|---------------|-----------------------|
| 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**

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

| Date | Information gathered | Location (stored) |
|------|----------------------|-------------------|
|      |                      |                   |
|      |                      |                   |

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:

**The school will treat any incident which meets these criteria as bullying behaviour.**

|   |          |
|---|----------|
| 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**

**When determining whether a one-off incident may be classified as bullying behaviour, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:**

| <b>Criteria:</b>   | <b>Information gathered:</b> |
|--|------------------------------|
| 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  |                              |



|  |   |
|--|---|
| <p><b>YES the above criteria have been met and bullying behaviour has occurred.</b></p>                            | <p><b>NO the above criterial have not been met and bullying behaviour has not occurred.</b></p>   |
| <p>The criteria having been met, proceed to complete Part 2 of this Bullying Behaviour Concern Assessment Form</p> | <p>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 bullying behaviour does not escalate .</p> |
| <p>Agreed by _____</p> <p>Status _____</p> <p>On ____/____/____</p>  |   |

## 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 |
|------|---------------------------|--------------|------------------|-------------------------------|--------------------------|--------|
|      |                           |              |                  |                               |                          |        |
|      |                           |              |                  |                               |                          |        |

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|  |  |  |  |  |  |  |

**Record of participation in planning for interventions**

**Pupil:**

**Parent/carer:**

**Other Agencies:**

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

**Part 3b**

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

**Pupil Name:**

**Year Group/Class:**

**REFER TO SCHOOL 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 |
|------|---------------------------|----------------------|------------------|-------------------------------|-------------------------|--------|
|      |                           |                      |                  |                               |                         |        |
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**Record of participation in planning for interventions**

**Pupil:**

**Parent/carer:**

**Other Agencies:**

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



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

Date of Review Meeting:

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

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

Give details: \_\_\_\_\_

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

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

**Agreed by:**

|               |                                |
|---------------|--------------------------------|
| <b>School</b> | <b>Signed:</b><br><b>Date:</b> |
| <b>Parent</b> | <b>Signed:</b><br><b>Date:</b> |
| <b>Pupil</b>  | <b>Signed:</b><br><b>Date:</b> |