



Euston Street P.S. & Nursery Unit Anti-Bullying Policy

Date the plan came into effect	September 2019
Who is responsible for this document	Principal, SLT, SMT, staff, BoG
Issued to	Staff, BOG, parents
Related Policies	Safeguarding/Child Protection, Pastoral Care, Positive Behaviour & Citizenship Code of Conduct, Staff Handbook, SEN, RSE, e:Safety & Acceptable Use
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Euston Street Primary School & Nursery Unit

Anti-Bullying Policy

Mission

'Achieving Excellence Together'

'To work together for excellence in: our learning; our school; our community; and our future.'

Our purpose therefore is to be an excellent school. We continually strive for excellence in every area of school life. To achieve this aim we must always have the right school **vision and values** and these must be at the heart of all that we do, including our School Development Plan.

Vision

In order to achieve excellence in each aspect of school life, our vision is:

'To create a safe, happy learning community. A community where together, we inspire and equip our pupils so that they fulfil their potential, use their talents and follow their dreams now and always.'

Values

We believe that our school is a place where the child is at the centre.

'We value kindness, integrity, hard work and mutual respect.'

Good attendance at school is essential for a pupil's education and establishes a positive working ethos early in life.

Introduction

The purpose of this policy, as with all of our policies, is to support us as we strive for excellence in every area of school life. To achieve this, we must always have the right school **vision and values** and these must be at the heart of all that we do, including our engagement with parents and guardians.

This policy outlines the procedures that are followed when dealing with an issue pertaining to bullying behaviours in Euston Street Primary School and Nursery Unit to ensure that incidents are dealt with and resolved as best possible for all concerned, in a clearly agreed, efficient and sensitive fashion. This policy operates in tangent with the Positive Behavior and Citizenship Policy.

This policy has been developed following training by the Education Authority and in consultation with pupils, staff, parents and Governors.

Aims of the policy

This policy aims to:

- Define bullying behaviours;
- Identify the school procedures for helping prevent bullying behaviours of dealing with concerns of bullying;
- Identify the school procedures for dealing with concerns of bullying;

The policy has been compiled and implemented through the guidance of the following legislation framework and supporting administrative procedures:

- The Addressing Bullying in Schools Act (NI) 2016
- The Education and Libraries Order (NI) 2003 (A17-19)
- The Education NI Order 1998 Article 3 – DE 1998/25
- The Education (School Development Plans) regulations (NI) 2010
- The children (NI) Order 1995
- The Human Rights Act 1998
- Health & Safety at work NI Order 1978
- Pastoral care in School: Promoting Positive behavior (DE 2001)
- Cooperating to Safeguard Children and Young People in NI, Dept. of Health, Social Services and Procedures (2017)
- Safeguarding and Child Protection in Schools: A Guide for Schools (DE 2017)
- Safeguarding Board for NI Policies and Procedures (SBNI 2017)
- UN Convention on the Rights of the Child (UNCRC)

The Addressing Bullying Act NI 2016 directs the following:

- A legal definition of bullying;
- A duty on the Board of Governors to put in place measures to prevent bullying behaviours, in consultation with staff, pupils and parents;
- A requirement to record all incidents of bullying behaviours and concerns of bullying behavior;
- That the policy be updated at least every 4 years.

The Act stipulates when the policy should be applied by schools:

- During school hours Monday to Friday on school premises;
- When travelling to and from school during the school term;
- When the pupil is in lawful control or charge of a member of staff of the school but away from school (e.g. school trip);
- When receiving education arranged by the school on a site other than at school;

Board of Governors Duty:

The Education and Libraries Order (NI) 2003 (A17) requires the Board of Governors to, 'safeguard and promote the welfare of registered pupils'. The Board of Governors commit to reviewed the Anti-Bullying policy at least every 4 years but as required after incidents of bullying behaviours. The Board of Governors will ensure that the school:

- Has a Governor representative for Anti-Bullying;
- Have 'Concerns of Bullying' as a standing item in meetings;
- Regularly train staff in Anti-Bullying procedures;

- Consult with pupils and parents about anti-bullying;
- Regularly review and update the Anti-Bullying and other related policies;
- Ensure that the Anti-Bullying, complaints procedures and other related policies are easily accessible and communicated to parents;
- Has a preventative curriculum and anti-bullying culture in place to help prevent bullying;
- Incidents of alleged bullying behaviours are addressed;
- Records of all concerns of bullying are kept.



UNCRC and Euston Street PS & NU

Euston Street PS is a Rights Respecting School and promotes the rights of children as defined in the articles of the convention.

Article 3 – My best interests must be a top priority in all things that affect me

Article 6 – I have the right to life and to succeed to the best of my ability

Article 12 – I have the right to voice my opinion and be listened to

Article 19 – I have the right to be protected from all forms of violence and be kept safe

Article 28 – I have the right to learn and go to school

Article 29 – Education must develop me as a person

Article 37 – I have the right to be treated fairly if I break rules

Principles of promoting anti-bullying and welfare:

- 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;
- We believe that every child should feel safe and free from bullying behaviours;
- We aim to create a preventative and restorative anti-bullying ethos throughout school;
- We aim to give pupils a voice in school in matters that relate to them;
- We aim to give staff, parents and Governors a voice in how we address bullying behaviors and bullying concerns.

Useful information, websites and guidance

<https://www.nidirect.gov.uk/articles/dealing-bullying-and-getting-support>

<http://www.bullying.co.uk/>

<https://www.childline.org.uk/>

www.deni.gov.uk

<https://www.nspcc.org.uk/>

<https://www.thinkuknow.co.uk/>

<http://www.parentingni.org/parents/helpline/>

<http://www.familylives.org.uk/>

<https://www.kidscape.org.uk/>
<http://www.childrenslawcentre.org.uk/>
<https://www.nidirect.gov.uk/contacts/contacts-az/northern-ireland-anti-bullying-forum>
CHILDLINE NI 0800 1111
NSPCC (Full Stop) campaign 0808 800 5000

Golden Rules!

All Anti-Bullying Policy will work in close tangent with the school's approach to Positive Behaviour and Citizenship Policy. This policy defines the preventative measures implemented by the school to help ensure the school vision, *'To create a safe, happy learning community. A community where together, we inspire and equip our pupils so that they fulfil their potential, use their talents and follow their dreams now and always.'*

The rewards and sanctions in the Positive Behaviour and Citizenship Policy, are all based on the school Golden Rules. These rules promote positive behaviour and

- **Do be kind and helpful**
- **Do be gentle**
- **Do listen well**
- **Do work hard**
- **Do be honest**
- **Do look after property**

Definition of Bullying

The Northern Ireland Addressing Bullying in School Act 2016 defines bullying as "(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 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".

Cyberbullying can be defined as, 'the use of, ...electronic communication by a pupil or group of pupils against another pupil or group of pupils...'

The act gives school the power to take action to prevent cyber bullying which is taking place outside school but which is likely to have an impact on the pupil's education in school.

Bullying is unacceptable behaviour in Euston Street. We work hard to prevent and discourage inappropriate behaviours including bullying behaviours. We will react and deal with incidents of bullying behaviour quickly, fairly and consistently. We will inform parents of incidents of bullying behaviours and we would expect their full support.

Definitions and terminology

Bullying is an emotive word and it is important that supportive and understanding language is used when dealing with concerns and incidents. A child is not referred to as a 'bully' we say the child '**displaying bullying behaviours**'. Nor is a child referred to as a 'victim' we say a child '**experiencing bullying behaviours**'.

Perpetrator is not an acceptable term.

What is harm?

Emotional or psychological harm. This is distress or anxiety intentionally caused by scaring, humiliating or affecting a pupil's self esteem.

Physical harm. This is the intentional hurting of a pupil causing injuries, bruising, broken bones, burns and ort cuts.

Intention

School will aim to determine the intentionality of the act of alleged bullying behaviour. They will consider factors listed below including SEN in terms of pupil's capacity to understand. If a pupil has a diminished capacity to understand due to a medical or learning need then this will be duly considered.

Repetition

Repetition is internationally recognised as the important element in establishing bullying behaviour. Behaviours listed below may be defined as bullying behaviour if there is evidence of this behaviour being repeated towards the same targeted person over a period of time or by number of occurrences. Repetition of bullying behaviour may occur as a one-off incident if information/images are shared using electronic communications. When schools are made aware of bullying concerns they will consider repetition in conjunction with the factors below:

- Repetition is normally associated with bullying behaviours
- Severity and significance of the behaviours;
- Impact of the behaviours;
- Intention (premeditation) of the behaviours;
- Motivation of the behaviours;
- Method of harm (name calling, messages, physical hurt, leaving out);
- Imbalance of power;
- Relationships and any previous incidents involving those experiencing bullying behaviours and those displaying bullying behaviours.

- SEN & attendance

With regard to one-off incidents and decisions of whether behaviour is bullying behaviour, the school will also consider:

- Severity and significance of the behaviours;
- Impact of the behaviours;
- Intention (premeditation) of the behaviours;
- Motivation of the behaviours;
- Method of harm (name calling, messages, physical hurt, leaving out);
- Imbalance of power;
- Relationships and any previous incidents involving those experiencing bullying behaviours and those displaying bullying behaviours.
- SEN & attendance

Electronic (Cyber) Bullying behaviour may occur as a one-off incident if information/images are shared using electronic communications. One off incidents will only be deemed as bullying behaviour after a fair, balanced and consistent consideration of the facts and evidence.

Acts and Unacceptable behaviours (usually repeated, targeted, intentional)
Verbal or written acts (including but not limited to):

- Saying mean or hurtful things, including names, to others;
- Making fun of others;
- Telling lies about others or spreading false or unsubstantiated rumours;
- Encouraging/forcing other pupils to mistreat/dislike another pupil/s.

Physical acts (including but not limited to):

Hitting, grabbing, nipping, scrabbing, holding, shoving, punching, biting, kicking, throwing, stealing, damaging property.

Omission/exclusion acts (emotional) (including but not limited to):

- Leaving someone out to hurt;
- Refusal to include to hurt or embarrass.

Electronic acts (including but not limited to):

- Using online platforms, social media apps or other forms of electronic

- communication to carry out a written or omission act as outlined above;
- Impersonating someone online to cause hurt or spread unsubstantiated rumours;
 - Sharing of images (photos, and or videos) online with or without permission with intent to hurt or embarrass

All lists above are not exhaustive and other behaviours may still be deemed to be bullying behaviours if they fit the descriptions above.

Imbalance of Power

Imbalance of power is an important factor for consideration in all concerns of bullying behaviour. 'Bullying behaviours can involve an imbalance of power, leaving someone to feel helpless to prevent it or put a stop to it.' (NIABF 2013)

Motivations

There may be a variety of unacceptable motivating factors behind bullying behaviours including but not limited to:

Age, appearance, relational, gender, sexual orientation, pregnancy, marital status, race, religion, disability/ability, 'looked after child' status, 'Young Carer status', SEN, political affiliation, cultural difference, community background and affluence.

SEN Child Protection Attendance

SEN, Child Protection and attendance will be considered as factors when ascertaining reasons for and a pupil's capacity to understand concerns of bullying behaviour.

Preventative measures

Staff training

In order to ensure that the aims of the policy are adhered to, staff in ESPS receive training on the Anti-Bullying and Positive Behaviour & Citizenship policies each year in August or as required.

The school aims to promote and encourage positive behaviour and relationships at all times. The school also promotes a preventative anti-bullying ethos at all times.

Measures include:

- 2 class lessons per year, every year on positive behaviour, anti-bullying, e:safety, safeguarding and pastoral care.
- Assemblies on positive behaviour, anti-bullying, e:safety, safeguarding and pastoral care (including healthy lifestyle).

- Playground buddies are trained in positive behaviour, anti-bullying and conflict resolution
- School policies on positive behaviour, Anti-Bullying, RSE, e:safety, Safeguarding & Child Protection, Intimate Care and Pastoral Care.
- A wide range of after school activities promoting a healthy lifestyle
- Ongoing monitoring of supervision arrangements re: canteen, playground, toilets etc.
- Pupil voice each term
- Barnardos resilience training for Years 4 - 7
- Barnardos counselling services and drop in service
- Barnardos wellbeing training for parents and staff
- Active School Council who will discuss Anti-Bullying
- Eco committee, Language Champions and Digital Leaders to support and give opportunity to pupils
- Healthy lifestyle programme in school
- Extended School's initiatives to promote wellbeing and involvement in wider school life
- School shows to promote wellbeing and involvement in wider school life
- NSPCC assemblies and classroom workshops
- Love for life lessons
- Planned PDMU lessons taught in each classroom
- Planned TSPC incorporated into learning
- Leaflets given to each parent on Anti-Bullying, Positive Discipline and Citizenship, Child Protection/Safeguarding, e:safety and Acceptable Use and Healthy Lifestyle
- Annual staff training in all areas of Anti-Bullying, Positive Discipline and Citizenship
- School participation in National campaigns anti bullying week safer internet day...
- Promoting all rights of the child throughout school as a Rights Respecting School
- Pupils and the school community working towards a new Eco Flag
- Effective playground supervisors training management
- Active playground zones including resources to promote an active healthy lifestyle
- Wet break structure in place in all classrooms

- Parental engagement and information sessions each year to promote a cohesive and informed school community to include all pastoral care leaflets
- Welcome packs for new pupils/families
- Newcomer packs for new pupils/families as required
- Translation service employed as required
- Language Champions used in school to promote leadership opportunities and enrich school community
- Learning support to support learning of low and under achieving pupils
- SEN/ASD friendly classrooms to support all learners
- Parental information/training sessions in line with SDP

This list is not exhaustive but illustrates the extent to which the school promote a preventative ethos and curriculum engaging all of the school community.

School community responsibility

Euston Street is a Rights Respecting School and as part of the rights the school community has responsibility to:

- Promote positive behaviour, well being and develop self esteem
- Model respectful behaviours at all times
- Ensure conduct is beyond reproach
- Be alert to signs of distress in others as indicators of bullying behaviours or experience of bullying behaviours
- Use positive language when possible
- Foster tension free discipline
- Listen sensitively
- Know the procedures for dealing with concerns of bullying behaviours
- Act immediately when made aware and report any bullying incidents or concerns in line with policy
- Seek support in school or from outside agencies for self and others as required
- Work to resolve and restore incidents of bullying behaviours and concerns

Responding to a bullying concern

Staff should be prepared with strategies for sensitive and effective responses to bullying behaviour concerns. Staff should be aware that incidents may be emotionally heightened. Strategies may include:

Be calm. Think clearly and be emotionally in control

Be positive. Try and keep a positive relationship with all parties to help resolution and restoration both short and longer term. Use positive relational language and focus on the behaviours rather than the pupil as a person.

Be assertive. Be clear, concise and firm in instructions and expectations.

Be confident. Focus on the behaviours not the pupil as a person.

Remember conduct. Staff should keep their conduct beyond reproach at all times.

Complete record keeping. Staff should follow the procedure laid out for accurate record keeping.

Reporting a Bullying Concern

The Addressing Bullying ACT NI 2016 requires all incidents of alleged bullying behaviour to be recorded. These are kept in secure storage in the principal's office.

Pupils reporting

Pupils have opportunity to learn about bullying behaviours. Pupils are encouraged to raise concerns and taught what to do if they experience bullying behaviours in school, when travelling to and from school, off school site on a trip, if being educated somewhere other than at school, or in the case of cyber bullying at home or somewhere else not at school. Pupils are also made aware that they can report an incident about an incident not involving them. The emphasis is on helping rather than telling.

- Pupils are taught they can/should:
- Speak to a staff member
- Speak to a friend
- Write a note
- Post a note in the worry box
- Speak to the school counsellor
- Speak to a parent/career to report it

Parent/carer (non-parent) reporting

Parents can follow the complaints/concerns procedure as displayed throughout school and in leaflets sent home. They can:

- Speak to the class teacher;
- Speak to the Head of Key Stage;
- Speak to the Vice-Principal;
- Speak to the Principal.

Staff reporting

Staff should follow the safeguarding reporting procedure when dealing incidents of bullying behaviours. They should:

- Speak to the Designated Teacher (DT), Deputy Designated Teacher (DDT) and or a member of the Senior Leadership Team (SLT);
- Speak to the Principal;
- Speak to the Governor Safeguarding Representative Mr Shivers (02890457089) ;
- Speak to the Chairperson of the Board Mr Young (02890457089);
- Further details can be found in the Complaints/Concern Policy.

Unacceptable Behaviours

If behaviours are ultimately deemed to be ‘unacceptable behaviour’ rather than ‘bullying behaviour’, the incident will be dealt with through the school Positive Behaviour and Citizenship Policy.

Response to a report of bullying behaviour

The aim of intervention in any incident of bullying behaviours is to resolve and restore the situation as sensitively and effectively as possible for all concerned. The procedure should aim to help prevent any further incidents.

1. Complete **Form 1** - Bullying Concern Assessment **Form 1**
2. Report to the DT/DDT/SLT with **Form 1**
3. A member of SLT will complete **Form 2** – Bullying Concern Assessment **Form 2**
4. If the behaviour is not deemed to be bullying behaviour both parties will be supported through the Positive Discipline and Citizenship Policy
5. If the behaviour is deemed to be bullying behaviour both parties will be supported through the Anti-Bullying Policy
6. The Anti-bullying Policy will use strategies laid out in the Positive Behaviour and Citizenship Policy as required. Other strategies of support may be employed as deemed appropriate.
7. A member of SLT will complete **Form 3a and 3b** – A record of support and intervention for pupil experiencing bullying behaviours and A record of support and intervention for pupil displaying bullying behaviours respectively
8. A member of SLT will complete **Form 4** – Review of Bullying Concern Actions and continuing actions if deemed necessary

All concerned parties involved will be consulted throughout the process.



Bullying Concern Assessment Form 1

If there is a concern or allegation of bullying behaviour raised by staff, pupils, parents or other, **Form 1** below must be completed.

This **Form 1** must be given to a member of the SLT when completed. All forms are stored in the principal's office. This form is CONFIDENTIAL. Under GDPR information cannot be shared without prior consent.

Time, date and location of alleged incident	
Names and classes of pupils experiencing alleged bullying behaviours	
Names and classes of pupils displaying alleged bullying behaviours	
Names and classes of other pupils witnessing the alleged incident	
Names of adults witnessing the alleged incident	
Description of incident from all parties (including choosing alleged act)	Acts: Verbal, written, physical, omission/exclusion, electronic
Action taken (if any) to this point	
Name of staff member completing form 1 (and signed)	



Bullying Concern Assessment Form 2

The Northern Ireland Addressing Bullying in School Act 2016 defines bullying as “(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 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”.

Cyberbullying can be defined as, “the use of, ...electronic communication by a pupil or group of pupils against another pupil or group of pupils with the intention of causing harm.”

Was the behaviour intentional?	Y / N
Was the behaviour targeted?	Y / N
Was the behaviour repeated or one-off?	Repeated One-off
Did the behaviour cause physical and or emotional harm?	Y / N
How did the bullying behaviour present?	Physical (with description) Verbal (with description) Electronic (with description) Written (with description)
What was the motivation behind the behaviour (if known)	Age, appearance, relational, gender, sexual orientation, pregnancy, marital status, race, religion, disability/ability, ‘looked after child’ status, ‘Young Carer status’, SEN, political affiliation, cultural difference, community background and affluence. Other (state) Not known
Has the criteria for bullying behaviour been met?	Y / N (If no the incident may be monitored)
If no, will future activity will be monitored?	Y / N

Signed by SLT member	Date
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If the criteria for bullying behaviour was met, Forms 3 & 4 should be completed. If not, the behaviour will be supported through the Positive Discipline & Citizenship Policy.