

# Anti-Bullying Policy 2024



Date Ratified: 20<sup>th</sup> May 2024

Signed: Mrs T Wallace

## Introduction

This school community repudiates bullying behaviour of any kind, to any member of the school community, by any member of the school community.

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

The Legislative Context:

- Health and Safety at Work NI Order 1978 The Children (Northern Ireland) Order 1995  
The Human Rights Act 1998  
The Education (Northern Ireland) Order 1998 Article 3 – see DE 1998/25
- WELFARE AND PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003
- THE EDUCATION (2006 ORDER) (COMMENCEMENT NO.2) ORDER (NORTHERN IRELAND) 2007
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- Addressing Bullying in Schools Act (Northern Ireland) 2016

DE Guidance:

- Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR DE, 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools DE 2017 – to be read in conjunction with the following:
- 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's (SBNI) Policies and Procedures 2017
- Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors 2019

CONTEXT: KEY LEGISLATION: DUTIES PLACED ON BOARDS OF GOVERNORS

1. Addressing Bullying in Schools Act (Northern Ireland) 2016

- Duty of Board of Governors to secure measures to prevent bullying

- Duty to keep a record of incidents of all incidents of bullying or alleged bullying involving a registered pupil at the school

## 2. WELFARE AND PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003 - DE Circular Number 2003/13

THE EDUCATION (2006 ORDER) (COMMENCEMENT NO.2) ORDER (NORTHERN IRELAND) 2007 – see DE circular 2007/20

### **Creating an ethos of participation**

In September 2018 the school introduced The PATHS Programme for Schools (UK and NI Version). The programme is a highly recognised and evidence based social and emotional learning programme which, supports the areas of PDMU and Thinking Skills and Personal Capabilities within the NI Curriculum and complimented the school's vision and values.

The PATHS® programme allows for a consistent approach to be used across the whole school; sharing a common language and strategies for supporting pupils with promoting positive self-esteem, emotional understanding, self-regulation, problem solving and peer relationships.

The ISC is responsible for the monitoring and evaluating of the programme.

The teaching staff are responsible for the delivery of the PATHS® Lessons using the appropriate PATHS® Manual for their age and stage of their class, to connect this learning at a cross curricular level and use the key strategies and language during teachable moments throughout the school day.

These key strategies and language are also shared with parents/guardians through a variety of media e.g. school newsletter/website, Pupil/Child of the Day Compliment sheets, PATHS® connected parents' assemblies, whole school PATHS® Display board and PATHS® related Home activities.

\*For the Key PATHS® Strategies and Language used please see Appendix\*\*.

\* *The PATHS® Programme for Schools (UK & NI Version)* is a trademark of PATHS® Program Holding LLC.

The school will involve pupils in the creation and maintenance of the school's anti-bullying culture through active participation in one or more of the following areas:

- the annual NIABF Anti-Bullying Week activities
- pupil Questionnaires
- school/Class Councils; Year/School Assemblies; class role plays; drawing up class/school anti-bullying charters; developing pupil aide memoirs
- the taught pastoral programmes such as Personal Development

- buddy and Peer Mentoring initiatives
- facility development i.e. sport, music, art, drama, extra-curricular break/lunch/after school activities, school website pages
- contribution to school policies such as: promoting positive behaviour and reward systems, anti-bullying, healthy eating, extra-curricular/lunchtime/enrichment activities;

## Rationale

If children are to make progress in their education, the environment for learning should be safe and caring. Every child has the right to:

- Be educated in a safe secure environment where their moral, intellectual, personal and social development is promoted
- Their parents and carers being informed and re-assured that their children are being educated in a safe, caring and respectful atmosphere

## **Guiding Principles**

- Promotion of Good Behaviour

The school sets consistently high expectations of behaviour of all members of the school community through consistent implementation of the Positive Behaviour Policy.

- Creation and Maintenance of Positive Relationships

The school actively promotes an open, inclusive and mutually respectful working environment; ensures high levels of pupil participation through promotion of an active School Council; and works in partnership with parents/carers through the development of an open system of communication. All these are assisted through the implementation of the PATHS® and Shared Education Programmes.

- Creation and maintenance of an ethos which promotes aspiration, achievement, and restoration

The school celebrates all its pupils and their achievements. It implements a whole-school rewards system which consistently acknowledges, affirms and celebrates positive behaviour and achievement through the use of one or more of the following:

- House points
- Pupil of the Week and Pupil of the Month awards
- PATHS® Pupil of the Day
- Accelerated Reading Awards
- Acknowledging and Praising positive behaviour
- Treasure boxes

- Golden Time

- Promotion of the welfare and wellbeing of pupils

The school promotes confidence, self-reliance, resilience and effective interpersonal skills through effective delivery of PDMU and the PATHS® programme.

- Provision of effective guidance and support

The school will address the individual needs of pupils through effective liaison with outside agencies including SEBD, ASAS, Family Hub, CAMHS, Educational Psychology, Outreach Support.

- Reduction/removal of behavioural barriers to learning

The school follows the SEN policy to identify and meet individual needs; to involve pupils in target setting, self-assessment and evaluation of outcomes re IEPs and Risk Reduction Action Plans; and implements a post-incident debriefing process to help pupils develop restorative attitudes and learn from experiences using NIABF restorative practices.

## Prevention

To prevent bullying behaviour among pupils the school will ensure:

- Consistent implementation of the Positive Behaviour Policy
- Consistent delivery of pastoral/preventative curriculum which is carried through at a whole school level with a common language and set of strategies for regulation and problem solving.
- Ongoing monitoring of supervision arrangements
- Active whole-school participation in NIABF's Anti-Bullying Week activities
- Active involvement of the School Council

## **Creation and maintenance of a listening and telling culture**

### **The Responsibilities of Staff**

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others;
- Develop relationship skills progressively across the classes through the teaching of the PATHS programme lessons covering the PDMU curriculum.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils;
- Discuss bullying with all classes, so that every pupil learns about the damage it

causes to both the target of bullying and the child displaying the bullying behaviour, and the importance of telling a teacher about bullying when it happens;

- Be alert to signs of distress and other possible indications of bullying;
- Staff will investigate fully any complaint by a parent that their child is being bullied, report back promptly and take action to protect the target of bullying
- Listen sensitively to children who have been the target of bullying, take what they say seriously and act to support and protect them;
- Resolve difficulties on restorative ways resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

### **The Responsibilities of Pupils**

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying behaviour and intervene to protect the target of bullying (unless it is unsafe to do so)
- Report incidences of bullying to staff
- Have the courage to speak out
- Pupils use the PATHS strategies for supporting regulation and problem solving.

### **The Responsibilities of Parents**

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

- Watching for the signs of distress or evidence of bullying behaviour
- Encouraging their child to report bullying behaviour
- Advising their children not to participate in or retaliate to any form of bullying behaviour
- To be sympathetic and supportive to their child and reassure them that action will be taken
- Co-operate with the school if their child is accused of bullying behaviour in order to ascertain the truth and point out the implications of bullying, both for the children who are experiencing and exhibiting bullying behaviour.

### **Definition**

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

‘1.—(1) In this Act “bullying” includes (but is not limited to) the repeated use of—

(a) any verbal, written or electronic communication,

(b) any other act, or

(c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

(2) For the purposes of subsection (1), “act” includes omission.

### **Socially unacceptable behaviours**

The Anti-Bullying Policy recognises that within schools there is a continuum of socially unacceptable behaviours. These unacceptable anti-social behaviours infringe on everyone’s right to be safe. They include the following examples:

1. **Physical** - includes jostling, physical intimidation, punching/kicking, any other physical contact which may include use of weapons
2. **Verbal** - includes name calling, insults, jokes, threats, spreading rumours
3. **Indirect** - includes isolation, refusal to work with/talk to/play with/help others, interfering with personal property and includes cyber-bullying: misuse of mobile phones and internet programmes to humiliate, threaten and/or isolate another

### **All socially unacceptable behaviours will be dealt with in line with the school’s Positive Behaviour Policy’s procedures**

*The school differentiates between socially unacceptable behaviours and those which do constitute bullying behaviours*

### **CRITERIA: THE KEY ELEMENTS PRESENT IN BULLYING BEHAVIOUR**

Socially unacceptable behaviours BECOME BULLYING BEHAVIOURS when the information gathered clearly demonstrates that the unacceptable behaviour DOES MEET THE CRITERIA LISTED BELOW i.e. on the basis of the evidence gathered the behaviour is/was:

- Intentional (discretion may be applied with regard to a pupil’s capacity to understand the impact of their behaviour on others)
- targeted at a specific pupil or group of pupils
- repeated (3 or more repetitious incidents involving the same target / discretion will be used for incidents of electronic posts where 1 electronic post may be viewed/shared ‘repeatedly’)
- causing physical (intentionally causing injuries) or emotional harm (intentionally causing distress, anxiety, humiliation)
- omission (wilful omission arising from a desire to cause hurt, including exclusion - – intentionally choosing (acting) to stop someone/others from joining in e.g. from playing football at lunch)

In extreme circumstances a 1 off incident may be considered as bullying where factors such as evidence of premeditation or if the incident has caused significant levels of emotional or physical harm to one or more pupils.

Other factors which may be taken into consideration in determining if a Bullying incident has occurred are:

- an imbalance of power
- a target's lack of resilience

## Recording

The school will Keep a central digital record of ALL bullying or alleged bullying incidents that occur while:

- (a) on the premises of the school during the school day
- (b) travelling to or from the school during the school term (directly to school at the start of the day and directly from school to home at the end of the school day when: on foot; on the school bus; on a 'school' taxi to an off-site educational provider)
- (c) the pupil is in the lawful control or charge of a member of the staff of the school; or
- (d) the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

### **Bullying Concern Assessment Form**

**When dealing with allegations of bullying behaviour the school will use the Bullying Concern Assessment Form (BCAF) found on the c2k SIMS Behaviour Management Model to record details which include:**

- information gathered e.g. from those involved, key bystanders
- what from the information gathered and all of the circumstances, appears to be the **motivation or underlying theme** behind the behaviour e.g. gender, disability, race, Looked After Status (LAC) etc.?
- the **method/s of bullying** e.g. exclusion, verbal, electronic, physical etc. details about how the incident was addressed i.e. interventions selected, action taken and support provided for both target/s and the pupil/s displaying bullying behaviour/s; any external support provided together with outcomes achieved

## Responding to incidents of alleged bullying behaviour



## **Procedures**

*The school will respond to an allegation of bullying in the following manner*

### ***Responding***

Staff will respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change being achieved through implementing the procedures set out in the Positive Behaviour & Anti-Bullying Policies

*Determining if the criteria for bullying behaviour has been met*

### **The Process:**

- gather information-clarify facts and perceptions
- use the school's system for recording incidents of unacceptable
- use the information gathered to complete part 1 of the 'Bullying Concern Assessment Form' (BCAF)
- **check the information gathered against the legal definition's criteria** and on this basis determine whether bullying behaviour has taken place

## **Resulting Action**

If on the basis of the information gathered THE CRITERIA FOR BULLYING BEHAVIOUR HAS NOT BEEN MET, the policy needs to state that socially unacceptable behaviours will be:

- dealt under the school's Positive Behaviour Policy
- addressed as appropriate, through the SEN Code of Practice & details recorded in SIMS Behaviour Management Module (BMM)

If on the basis of the information gathered THE CRITERIA FOR BULLYING BEHAVIOUR HAS BEEN MET, the policy should set out the process/procedures to be followed. State for example that:

- **the Code of Practice is used to develop agreed Action Plans for BOTH targeted pupil/s AND pupil/s displaying bullying behaviours.**
- Support details are recorded on the **Bullying Concern Assessment Form** (Part 3) see SIMS Behaviour Management Module (BMM)

## **Support Provisions**

### **Support for targeted pupil/s will involve:**

- discussing and agreeing a tailored action plan which will involve pupil/s in: identifying SMARTER (Specific, Measureable, Achievable, Relevant, Timely and Evidence Based) target/s; relevant success criteria, outcomes and assessment

procedures. The PATHs reflection sheet (see appendix) will also be used with pupils.

- keeping a record of the agreed action plan in Part 3 of the BCAF.
- ongoing dialogue to ensure that the strategies identified and agreed would, when implemented, result for example in: greater resilience; development of new coping skills & the promotion of positive restorative relationships – see interventions contained in NIABF’s **“Effective responses to bullying behaviour”**, Pgs. 16-19 and following; for strategies see DE **SEN Resource File, “Understanding and Managing Social, Emotional and Behavioural Difficulties”** Pgs. 272-279
- copies of the agreed plan being shared with key partners to ensure for example clarity of roles and understanding of specific strategies
- staff and pupils together tracking and monitoring progress to ensure the efficacy of the intervention is maintained and kept under review
- collecting data to evaluate the efficacy of the intervention by considering the following: were appropriate targets identified; did the strategies prove effective; were strategies consistently implemented by staff and pupils; was the success criteria clear; was the success criteria met etc.?
- keeping staff and pupil-self-assessment records
- progress being regularly reviewed and updated in the BCAF and outcomes shared with key partners – BCAF Part 4

#### **Support for pupil/s displaying bullying behaviour would involve:**

- discussing and agreeing a tailored action plan which will involve pupil/s in: SMARTE target/s, success criteria, outcomes and assessment procedures - see BCAF Part 3
- keeping a record of the agreed plan in Part 3 of the BCAF.
- ongoing dialogue to ensure that the interventions/strategies identified and agreed will, when implemented, result for example in: reduction/removal of unacceptable bullying behaviour/s; an enhanced ability to empathise and the restoration of relationships - see interventions contained in NIABF’s **“Effective responses to bullying behaviour”**, Pgs. 16-19 and following; for strategies see DE **SEN Resource File, “Understanding and Managing Social, Emotional and Behavioural Difficulties”** Pgs. 272-279
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- keeping staff and pupil-self-assessment records
- progress being regularly reviewed and updated in the BCAF and outcomes shared with key partners BCAF Part 4

### **Follow-up procedures**

The school will

- contact parents/carers same day or next day to inform of resulting course of action
- report back to parents/carers within 5 days informing them fully of actions to be taken
- report back to parents/carers informing them of outcomes achieved following completion of action plan
- provide regular opportunities for post-incident learning (debriefing sessions) for both target/s and pupil/s displaying bullying behaviour e.g. using Worth a Rethink; Think Time Discussion Sheet
- acknowledge, affirm and celebrate success

Safeguarding team will be involved if the concern meets the criteria for bullying behaviour.

**The Principal / Senior Teacher is responsible for:** recording information & keeping it updated; collating, reviewing SIMs data; providing feedback to BOG; ensuring recording is balanced, non-subjective, dated and tagged; compliant with current legislation including data protection 2018

**when a 'Risk Reduction Action Plan' is needed the Designated Teacher for Child Protection (DT) and Special Educational Needs Coordinator (SENCo) will** take responsibility for its development, implementation and assessment

**external advice/support will be accessed** on the basis of early intervention by Principal, DT and SENCo; by completing a stage 3 Code of Practice referral form or a

UNOCINI Assessment form to access relevant support services such as Education and Welfare Service, Behaviour Support and Provisions, Educational Psychology, Autism Advisory & Intervention Service, Child Protection Support Services, Child & Adolescent Mental Health Service, Dept. of Health and Social Services

## Monitoring and review of the policy

**It is the responsibility of the Board of Governors and the Principal, who, on the basis of evidence gathered, will monitor the effectiveness of the Anti-Bullying policy by using performance and other data to:**

- determine how effective the school's preventative measures are in reducing: levels of and opportunities for bullying behaviour; severity and frequency of incidences by noting reductions/increases; monitoring response times, etc.
- identify patterns and trends: evaluate reporting and recording procedures; measure impact on levels of achievement; evaluate efficacy of the interventions and the support provided
- determine how effective the policy's processes are in: identifying underlying motivation; promoting and maintaining restoration
- ensure that the policy through consultation and participation is successfully identifying current needs and addressing them appropriately
- inform and guide policy development and review through feedback received from baselining surveys with parents/carers, staff, Governors and pupils
- ensure that policy concerns are identified quickly and addressed through the ongoing School Development Planning process

## **Review procedures**

- the preventative measures will be reviewed by the Board of Governors “at intervals of no more than 4 years”
- from time to time additional policy amendments will be made as a result of the feedback generated from the baselining audits/debriefing processes, and when changes to legislation occur
- amendments may be made in response to: issues arising from a current situation; from data generated to identify existing behavioural patterns and trends
- policy reviews will be dated and signed by the Chair of the Board of Governors following consultation with key stakeholders
- the policy will be reviewed against the ETI Safeguarding proforma annually, beginning December 2020

The Anti-Bullying Policy forms part of the suite of safeguarding policies which work together to promote the welfare and well-being of pupils including:

Positive Behaviour Policy

SEN policy

Safeguarding / Child Protection Policy

E-Safety policy

Safe Handling Policy

Other Pastoral Care Policies

## Commitment to Continuing Professional Development (CPD)

*The school will*

- ensure that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
- amend policy and its procedures based on future training
- ensure that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
- ensure CPD records are kept and updated regularly. Records will include details (date, provider) of the training which Governors and staff (T/NT) receive, identify relevant future training needs based on PRSD outcomes, baseline audit responses and in conjunction with the School Development Planning Process, note when and how training outcomes are disseminated to all staff (T/NT), monitor impact of the training on both policy and practice

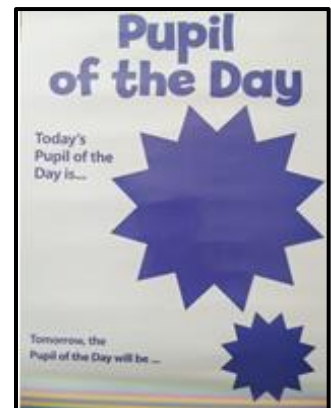
## APPENDIX\*

### Key language and Strategies of the PATHS® Programme for Schools (UK & NI Version)

#### Positive Classroom Environment

Establishing a positive classroom environment is paramount for learning to take place.

- The first step is for the members of the class to agree classroom rules/ class charter and the second is to set up the daily routine of Pupil of the Day.
- Pupil of the Day is to celebrate and value everyone in the class and the strengths they bring.
- It is chosen fairly and at random using 2 tubs labelled Have had a turn and Not had a turn. Each member of the class records their name on a lollipop stick.
- The lollipop sticks are placed in the have not had a turn tub and daily one person is chosen and is asked if they would like to be POTD (Please note the person can pass and choose which tub for the lollipop stick to be placed into.)
- The POTD wears an identifier so that they can be recognised by others when moving around the school. *(Following Covid guidelines may mean this is adapted.)*
- The POTD receives a compliment list which will record the compliment from the class teacher/classroom assistant, 2 from their peers and when in P3-P7 the POTD will give themselves a compliment.
- The compliment sheet is sent home and someone from home gives a compliment.



#### Feelings Language

Feelings are separated from Behaviours

All feelings are OK to have.

Feelings are identified as **Comfortable** or **Uncomfortable**.

Feelings can change.

You can feel more than one feeling.

Behaviours are either **OK** or **Not OK**

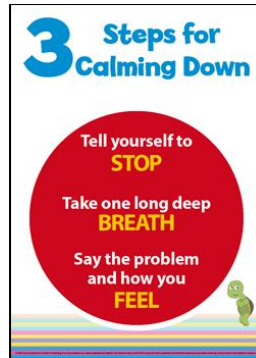
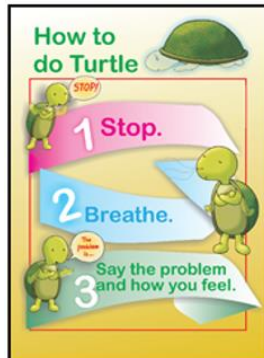
For Example: Pupil A It is ok to feel angry but it is Not Ok to hit/kick/shout at Pupil B.



Self-Regulation

When a pupil is exhibiting **uncomfortable feelings** or following a **Not Ok Behaviour incident** it is important to support the child in being able to regulate these feelings before beginning to problem solve.

P1/2  
Do Turtle



P3 - P7  
3 Steps for Calming Down

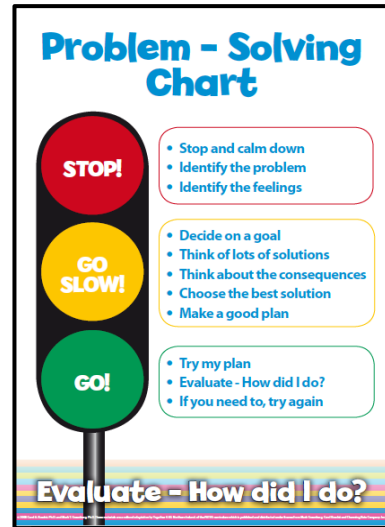
Remember: To be able to support children in regulating their uncomfortable feelings the adult must model this and be a calming influence, so not to escalate the incident.

Problem Solving

In P1 and P2, the pupils simply discuss what is Ok or Not Ok to do when problem solving.

P3 – P5  
Control Signals

P6/7  
11 Steps for Problem Solving



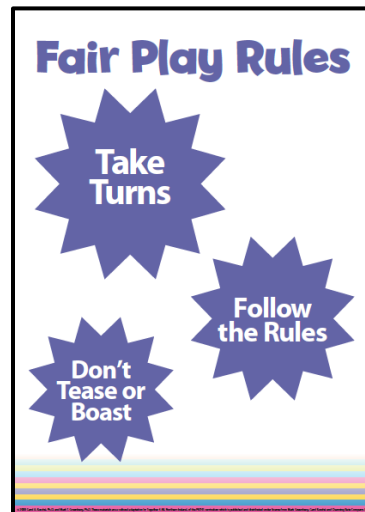
3 Questions to ask when Making a Plan.  
 Is it safe? Does it break any rules? Does it treat others the way I would like to be treated?

**Friendship Rules in PATHS®**

P1/2  
 What do Friends do?



P3 - P7  
 Fair Play Rules

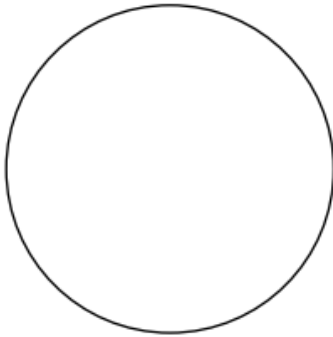


All of these posters should be displayed across the school.  
Staff and B's Buddies will also have these mini posters to use when outside in the playground.



# My Problem Page

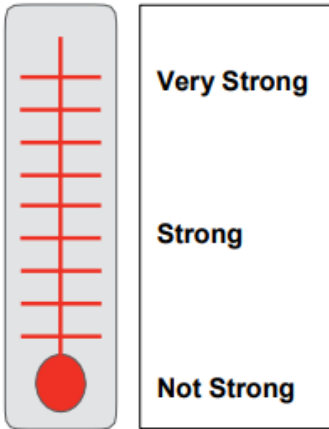
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Colour this circle  
**RED**

My Problem: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How I Feel: \_\_\_\_\_

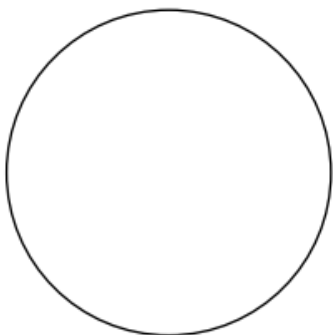


How strong is my feeling?

Mark on the thermometer.

What can I do right now to calm down? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Colour this circle  
**YELLOW**

When this happens again, what are two things I can do that won't get me in trouble?

1. \_\_\_\_\_

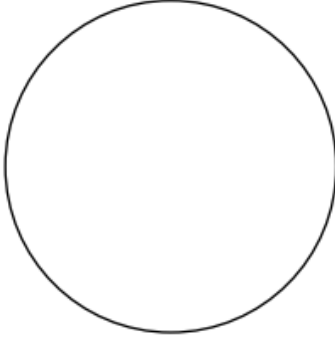
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# My Problem Page

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Colour this circle  
**GREEN**

When this happens again, this is what I agree to do: -

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