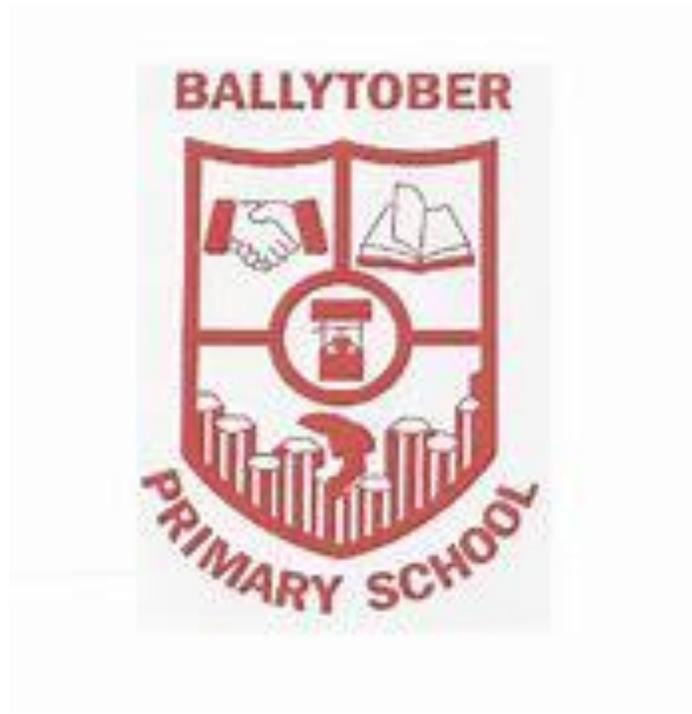


Ballytober Primary School



Anti-Bullying Policy

Ratified: 14th December 2021

Signed: _____ Chairperson, Board of Governors

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1. Introduction/Rationale

At Ballytober Primary School we believe all forms of bullying behaviour are unacceptable. We consider that all pupils have the right to learn in a safe and supported background. This learning environment should be devoid from the threat of **emotional** or **physical** harm.

The school aims to promote positive relationships and endeavours to provide an educational setting which is interactive and engaging. In addition to this, the school aims to foster a climate of transparency in which pupils/ parents/ guardians/ carers and staff feel comfortable in reporting bullying behaviours.

2 Aims:

- Raise awareness and promote understanding of what constitutes bullying behaviour
- Ensure pupils and parents/guardians/carers know how to raise a concern about bullying behaviour
- Ensure an appropriate response to all reported instances of bullying behaviour
- Provide support for pupils who experience bullying behaviour
- Encourage pupils to adopt positive attitudes and behaviour
- Ensure robust monitoring, recording and review procedures are in place in the event of any incidents of bullying behaviour
- Provide updates for staff and governors.

3 Legal Framework

At Ballytober Primary School we have based our Anti-Bullying Policy on the following legislative and policy guidance:

The Legislative Context

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Health and Safety at Work Order (Northern Ireland) 1978

The Policy & Guidance Context

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
- Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017) -Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)
- Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

4 Definition and its Related Understanding

At Ballytober Primary School we take **the legal definition of bullying** from, “The Addressing Bullying in Schools Act (Northern Ireland) 2016”: **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.

The term ‘omission’ can, in certain circumstances be classified as an ‘Act’.

The School’s Understanding and Interpretation of the Definition

In adopting the definition noted above and the phrase, ‘is not limited to’, Ballytober Primary School recognises that the terms ‘repeated use’ or ‘persistent’, will generally be required to denote an act of bullying. However, we also recognise that a significant and serious one-off incident may require the implementation of this policy.

When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:

- severity and significance of the incident
- evidence of pre-meditation
- impact of the incident on individuals (physical/emotional)
- impact of the incident on the wider school community
- previous relationships between those involved
- any previous incidents involving the individuals
- cognitive and SEN ability will also be assessed.

The school staff will undertake to discuss the following questions:

- Does the school recognise that the action of the pupil displaying alleged bullying behaviour was intentional?
- Does the school believe there was a significant level of harm intended from one pupil to another through this action?
- Does the pupil have a capacity to understand the impact and consequences of their behaviour?
- Was there any perceived or actual imbalance of power between the pupil(s) displaying bullying behaviour and those experiencing it, e.g. physical, psychological and/or intellectual?

The school understands the term, '**omission**' to be defined as, when a pupil has been deliberately left out of a school based activity and there is an intentional attempt to cause embarrassment, pain or discomfort. This term requires clear evidence of a failure to include a pupil on a regular basis for it to be construed as bullying.

Ballytober Primary School recognises that bullying, is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others. Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.

5 How to Report a Concern

Any pupil, parent/carer or member of the school community, who has a concern about bullying behaviours, involving children should report it to the class teacher or Principal. This can be done in person or in writing.

Any alleged bullying behaviour concerns involving member(s) of staff should be directly addressed to the Principal in writing, through the School Complaints Policy. If the behaviours are linked to the Principal, then information should be forwarded to the Chairman of the Board of Governors in writing.

6 Factors that Create Bullying

There are many factors which may motivate a pupil to display bullying behaviours towards another student(s). Examples of these include, but are not limited to:

- Physical appearance
- Academic ability
- Learning difficulties
- Age
- Family circumstances
- Disability
- Social/economic status
- Material possessions
- Looked After Child status
- Political opinions /Religious beliefs
- Racial group
- Gender/Sexual orientation

7 Possible Bullying Behaviours (not limited to)

The following unacceptable behaviours on or off the school premises (i.e. school trips, short journeys to and from school or attended courses at alternative venues), 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
- making threats to others
- calling another pupil mean and hurtful names
- telling lies or spreading false rumours about others
- trying to make other pupils dislike another pupil/s

Physical acts

- Hitting (including using an item/object/weapon)
- kicking
- pushing/ shoving
- spitting
- nipping
- material harm, such as taking/stealing money or possessions or causing damage
- to possessions

Omission (Exclusion)

- Deliberately and repeatedly leaving someone out of a game
- Deliberately and repeatedly refusing to include someone in group work

Electronic Acts (PARENTAL RESPONSIBILITY OFF SITE),

- 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.

***Whilst these lists are not exhaustive, Ballytober Primary School recognises that the behaviours listed may fit the definition and be considered bullying behaviour. ***

8 The Board of Governors

This act places a duty on the Board of Governors (B.O.G.) to put in place measures to prevent bullying behaviour, in partnership with pupils and parents.

The Board of Governors will follow the guidelines from, “The Addressing Bullying in Schools Act (Northern Ireland) 2016”.

The Board of Governors will:

(1) (a) ensure that policies designed to prevent bullying at the school are pursued;

(b) determine the measures to be taken at the school (whether by the Board of Governors, the staff of the school or other persons) with a view to preventing bullying:

(i) on the premises of the school during the school day;

(ii) while travelling to or from the school

***The school notes that as there is no school supervision while travelling to or from school, incidents may relate to the ‘word’ of one pupil or adult against another. This may lead to insufficient evidence being available for a decision to be made in relation to bullying. ***

(iii) while the pupil is in the lawful control or charge of a member of the staff of the school;

(iv) while the pupil is receiving educational provision on behalf of the school which is provided elsewhere than on the premises of the school;

(c) review those measures noted above-

(i) at intervals of no more than 4 years;

(d) before determining or revising those measures, consult (in such manner as appears to be appropriate) the principal and the registered pupils at the school and the parents of those pupils;

(e) in determining or reviewing those measures, have due regard to any guidance given by the Department of Education;

(f) prepare a written statement/policy of such measures and secure that—

(i) a copy of that statement is given or otherwise made available, free of charge and in such form as the Board of Governors considers appropriate, to the parents of all pupils at the school and to the staff of the school; and

(ii) copies of the statement are available for inspection at the school at all reasonable times, free of charge and in such form as the Board of Governors considers appropriate;

(2) The Board of Governors of a grant-aided school may, to such extent as it thinks reasonable, consider

measures to be taken at the school (whether by the Board of Governors, the staff of the school or other persons) with a view to preventing bullying involving a pupil at the school which—

(a) involves the use of electronic communication; (*see note below)

(b) takes place in circumstances other than those listed in subsection (1)(b); and

(c) is likely to have a detrimental effect on that pupil's education at the school.

***As primary school pupils are under the age of 12, it is the responsibility of parents/guardians to be fully aware of what their child is doing 'online', out of school and the age restrictions that are evident for social media applications. The school's duty of care will not be used, in situations where pupils behave inappropriately on platforms outside of school, as this is a responsibility of parents. Should instances of online bullying and abuse be reported to the school by concerned parents, we will advise those parents on how to report the incident to the appropriate authorities**

i.e. PSNI. If evidence of aspects of bullying become integrated into school life, then we will play an active role. It is a requirement of parents to keep their child safe from internet bullying, whilst at home. *

9 Recording Information

Incidents of alleged bullying behaviour reported to the school must be recorded. This will be done by the class teacher or Principal.

Duty to keep a record of incidents of bullying

(1) The Board of Governors must ensure that a record is kept of incidents of bullying or alleged bullying involving a pupil at the school that occur—

- (a) on the premises of the school during the school day;
- (b) while travelling to or from school, during the school term, within the times of the school day
- (c) while the pupil is in the lawful control or charge of a member of the staff of the school; or
- (d) while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere.

(2) A record must—

- (a) state what, from the circumstances, appears to be the motivation of the incident;
- (b) state the method of bullying,
- (c) include information about how the incident was addressed.

The purpose of recording information is to promote and sustain a safe and effective learning environment for all. This information enables the school to:

- identify patterns of behaviour
- Promote inclusive practice by identifying and meeting the needs of individuals and groups
- Evaluate the effectiveness of positive behaviour management strategies
- Ensure that intervention, strategies and procedures are implemented effectively to track instances of bullying behaviour.

10 Consultation and Participation

In designing this policy, we have worked with pupils through the following processes:

- Consultative workshops with pupils and outside agencies e.g. Love for Life, Barnardo's, Reach Mentoring
- Class-based activities/circle time
- School questionnaires distributed to all pupils
- Creation of a reference group of pupils, e.g. the School Council

We have worked with parents/carers through the following processes:

- Information events with parents/carers i.e. P1 Intake and Parent Information Afternoons
- Consultative workshops with parents/carers and outside agencies e.g. NSPCC
- Questionnaires distributed to all parents/carers

We worked with staff members of the school community through the following consultation processes:

- Staff survey for all staff, teaching and non-teaching
- Several staff meetings in relation to the anti-bullying policy

Ballytober Primary School recognises that bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.

11 Roles and Responsibilities of School Community

All who are associated with Ballytober Primary School have a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

Governors are responsible for:

- Providing leadership and drive for the development and regular review of the school's policies
- Providing leadership and ensure the accountability of the Principal and senior leadership for the communication and implementation of school policies

- Highlighting good practice and promote it throughout the school and wider community
- Providing appropriate role models for staff, pupils, parents and all other stakeholders
- Congratulating examples of good practice from the school
- Ensuring a consistent response to incidents
- Ensuring that the school carries out the statutory duties

Principal is responsible for:

- Initiating and overseeing the development and regular review of policies and procedures
- Consulting pupils, staff and stakeholders in the development and review of the policies
- Ensuring the effective communication of the policies to all stakeholders
- Ensuring that staff are trained as necessary to carry out the policies
- Overseeing the effective implementation of the policies
- Providing appropriate role models for all staff and pupils
- Providing opportunities and mechanisms for the sharing of good practice
- Taking appropriate action in cases of bullying and ensure a consistent response to incidents
- Ensuring that the school carries out its statutory duties effectively

Staff are responsible for:

- Proactively following this policy and any associated guidelines
- Providing role models for pupils through their own actions
- Dealing with incidents of bullying and negative behaviour
- Promoting positive behaviour and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief or socioeconomic circumstances.

Pupils are responsible for:

- Treating others kindly and fairly without prejudice, discrimination or harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Telling staff about any bullying related incidents that occur.

Parents are responsible for:

- Supporting our school in its implementation of this policy
- Following and understanding the school policy through their own behaviour
- Ensuring their children attend and engage in their learning.

Overseeing the Policy

Responsibility for overseeing practices in the school lies with the Principal and Board of Governors.

Responsibilities include:

- Co-ordinating and monitoring work
- Dealing with and monitoring reports of bullying
- Monitoring the progress of pupils and any associated links to bullying
- Monitoring exclusion or omission of pupils on a repeated basis.

12 Breaches of the Policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Principal and Education Authority/Department of Education. Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure.

13 Monitoring and Evaluation

As part of the school monitoring and evaluation procedures, we will monitor:

- The attainment of pupils and address any issues of differential progress and achievement in relation to bullying.
- The exclusion and other aspects of the behaviour management system.
- The teaching and learning to ensure all pupils' needs are met taking into account any background incidents, behaviours and that challenging targets are set for all.
- The curriculum and teaching resources are available to ensure that pupils' experiences are broadened and they are prepared for life in a diverse society.
- The way in which the school is sensitive to, and meets the needs of all stakeholders.
- The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils.

The effectiveness of this policy will be monitored and reviewed in the light of experiences and best practice. This mechanism recognises that changes to legislation might require a review of the policy.

Professional Development

All staff at Ballytober Primary School will have opportunities to meet their professional development needs. This includes staff across all sections and support that will be provided to meet their training needs as outlined in our School Development Plan. New and temporary staff will be made aware of our Anti-Bullying Policy and other practices in relation to this.

Linked Documents:

School Complaints Policy

E-Safety Policy

Pastoral Care Policy

Positive Behaviour Policy

Safeguarding Policy

Critical Incident Policy

Special Educational Needs & Inclusion Policy

Suspension & Expulsion of Pupils Policy

Policy Review

Legislation requires the College to review its Anti-Bullying Policy at least every four years.

Abbreviations

B.O.G. - Board of Governors

N.S.P.C.C. - National Society for the Protection of Cruelty to Children

P.S.N.I. - Police Service of Northern Ireland

S.E.N. - Special Educational Needs

Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year

Incident	Comments
Bullying Concern	

PART 1 – Assessment of Concern

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) and 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.

	Name (s)	Gender	DOB / Year
Person(s) reporting concern			
Name of pupils(s) experiencing alleged behaviour			
Name of pupil(s) demonstrating alleged bullying behaviour			

Check records for previously recorded incidents

Bullying Concern Assessment Form

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

Bullying Concern Assessment Form

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?	YES / NO

YES the above criteria have been met and bullying behaviour has occurred.

The criteria having been met, proceed to complete Part 2 of the Bullying Concern Assessment Form

NO the above criteria have not been met and bullying behaviour has not occurred.

The criteria having not been met, refer to the Positive Behaviour Policy, continue to track and monitor to ensure the behaviour does not escalate.

Agreed by: _____

Status: _____

Date: _____

Bullying Concern Assessment Form

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 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

Select one or more of the following:

- Age
- Appearance
- Breakdown in peer relationships
- Cultural
- Religion
- Political Affiliation
- Community background
- Gender Identity
- Sexual Orientation
- Family Circumstances (pregnancy, marital status, young carer status)
- Looked After Status (LAC)
- Disability
- Pregnancy
- Race
- Not known
- Other _____

Bullying Concern Assessment Form

PART 3 a

RECORD OF SUPPORT AND INTERVENTION FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name:

Year:

Parent/Carer informed:

Date:

By whom:

Staff involved:

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

Record of pupil participation in planning for interventions

Pupil:

Parent / Carer:

Other Agencies:

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

Bullying Concern Assessment Form

PART 3 b

RECORD OF SUPPORT AND INTERVENTION FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name:

Year:

Parent/Carer informed:

Date:

By whom:

Staff involved:

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

Record of pupil participation in planning for interventions

Pupil:

Parent / Carer:

Other Agencies:

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

Bullying Concern Assessment Form

PART 4

REVIEW OF BULLYING CONCERNS AND ACTIONS TO DATE

Date of Review Meeting:

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

Fully

Partially

Further intervention / support required

Give details: _____

4b – If the success criteria have not been met continue to:

- Re-assess the Level of Intervention and implement other strategies from an appropriate level
- Track, monitor and review the outcome 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	Signed	Date
School		
Parent		
Pupil		

