

Carr's Glen Primary and Nursery School



Anti-Bullying Policy

October 2022

Member of staff responsible: Mrs J Fulton
Date policy reviewed and updated: October 2021
Date approved by the full Governing body: October 2022 after consultation with parents
Date to be reviewed: 2025

1. INTRODUCTION

Mission Statement

At Carr's Glen Primary School we value the uniqueness of each and every child. We strive to develop our children intellectually, emotionally, physically and spiritually, working in partnership with home and other relevant agencies, so they realise their full potential, becoming effective contributors to society. Carr's Glen fosters a family atmosphere through the development and maintenance of positive relations and mutual respect. High quality learning and teaching is central to our ethos in an inclusive, stimulating and forward thinking environment, supported by new technologies and recognising the global dimension of education.

At Carr's Glen we believe all forms of bullying behaviour are unacceptable. We believe that all pupils and staff have the right to be in a safe and supported environment.

At Carr's Glen Primary School we are

'ACHIEVING SUCCESS TOGETHER'

2. CONTEXT

This policy is consistent with 2016 Addressing Bullying in Schools Act and 2003 Statutory Requirements (Education & Libraries NI Order) which requires Board of Governors and Principals to consult with all key stakeholders (pupils, parents, and staff) regarding positive behaviour and bullying prevention measures which must be in place. Specific articles of the legislation include the following:

- [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 \(SBNI, 2017\)](#)

The key points to note are:

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

- Provides a legal definition of bullying.
- Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
- Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
- Sets out under which circumstances this policy should be applied, namely:
 - In school, during the school day
 - While travelling to and from school
 - When under control of school staff, but away from school (eg. school trip)
 - When receiving education organised by school but happening elsewhere (eg. in another school in the ALC)
- Requires that the policy be updated at least every four years.
- The Education and Libraries Order (NI) 2003, requires the Board of Governors to:
 - 'Safeguard and promote the welfare of registered pupils' (A.17)
- The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:
 - Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
 - Be protected from discrimination. (A.2)
 - Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
 - Education. (A.28)

3. ETHOS AND PRINCIPLES

- We are committed to a society where children and staff can live free and safe from bullying.
- We believe in a society where bullying is unacceptable and where every child and adult is safe and feels safe from bullying.
- We believe that every child and adult's diversity should be respected.
- We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- We value the views and contributions of children and staff. We actively seek these views and respect and take them into account.
- We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

4. CONSULTATION AND PARTICIPATION

In 2021 each class had a teacher led workshop and discussion about what they felt we do well in school and what we could do better. These results have been collated and the ideas brought forward.

Each child from Y4-7 completed an online bullying questionnaire to express their own personal feelings about what they feel bullying is, how happy they are to speak about possible incidents to members of staff and about how safe they feel in school.

All parents/carers were sent out an online questionnaire to complete via Seesaw. Eighty parents completed this and the results have been collated and analysed to see where we can make improvements. Results were very positive, with only a few issues brought forward.

Most staff completed an online questionnaire to ascertain their views of how the school is doing.

Our Board of Governors' representative met with the School Council to discuss findings of the questionnaire and areas in which the children feel we need to improve. The School Council also looked at the draft policy of the Anti-Bullying Policy.

The draft policy was sent to teachers for consultation and forwarded to our Board of Governors to review, consult and approve.

The draft policy will be put on our school website for parental consultation. The final policy will be sent out to all parents via Seesaw and put on the website.

5. DEFINITION OF BULLYING

Addressing Bullying in Schools Definition of "bullying":

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.

Addressing Bullying in Schools Act (NI) 2016

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.

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 the individuals (physical/emotional)
- impact of the incidents on the 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 behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

- Verbal or written acts
 - saying mean and hurtful things to, or about others
 - making fun of others
 - calling another pupil mean and hurtful names
 - telling lies or spreading false rumours about others
 - trying to make other pupils dislike another pupil/s
 - cultural comments
- Physical acts
 - gestures including cultural gestures
 - hitting
 - spitting
 - kicking
 - pushing/shoving
 - material harm, such as taking/stealing money or possessions or causing damage to possessions
- Omission (Exclusion)
 - leaving someone out of a game
 - refusing to include someone in group work
- Electronic Acts
 - using online platforms or other electronic communication to carry out any of the written acts noted above
 - impersonating someone online to cause hurt
 - sharing images (eg. photographs or videos) online to embarrass someone

Bullying 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 child by describing the situation surrounding that child, for example:

- A child displaying bullying behaviours
- A child experiencing bullying behaviours

We encourage all members of the school community to use this language when discussing bullying incidents.

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

We:

- raise awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- Promote anti-bullying messages through the curriculum eg. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
- Address issues such as the various forms of bullying, including the how and why it can happen, through PDMU (eg. sectarian, racist, homophobic, disablist, etc.)
- Are Involved in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- Promote through the preventative curriculum, actively promote positive emotional health and wellbeing (eg. mindfulness training)
- Participate in the NIABF annual Anti-Bullying Week activities
- Engage in key national and regional campaigns, eg Safer Internet Day, Anti-Bullying Week
- Have developed peer-led systems (eg. School Council and Anti-Bullying Ambassadors) to support the delivery and promotion of key anti-bullying messaging within the school
- have developed effective strategies for playground management, eg. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy stops, Anti-Bullying Ambassadors) and provision of a variety of play options to meet the needs of all pupils.
- Have Focused Assemblies to raise awareness and promote understanding of key issues related to bullying.

- Have developed of effective strategies for the management of unstructured times (break and lunch times)
- Provide and promote extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example sporting activity, creative arts, leisure and games.

To raise awareness of the nature and impact of online bullying and support our pupils to make use of the internet in a safe, responsible and respectful way:

We:

- Address key themes of online behaviour and risk through PDMU, including understanding how to respond to harm and the consequences of inappropriate use.
- Participate in Anti-Bullying Week activities.
- Engage with key statutory and voluntary sector agencies (eg. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- Participate in annual Safer Internet Day and promote the key messages throughout the year.
- Develop and implement robust and appropriate policies in related areas (eg. Acceptable Use of the Internet Policy, Filtering and Blocking Policy, Mobile Phone Policy etc.)

On the journey to and from school and in the community

- 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.
- Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (eg. local shops, cafes, service providers, residents, etc), including information on how to raise any concerns with the school.

In Carr's Glen Primary School we have a well-disciplined, well organised and child-centred school and this minimises the occurrence of bullying.

7. RESPONSIBILITIES OF ALL STAKEHOLDERS – PARENTS, TEACHERS, STUDENTS AND THE WIDER COMMUNITY

All members of the school community have a key role in promoting, implementing and supporting the anti-bullying policy of Carr's Glen Primary School. It is important that there is a collaborative, whole school approach to address any difficulties which may be encountered. We will:

- 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 indicators 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 to any form of bullying behaviour
- intervene to support any person who is being bullied, 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 bullied, 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

Pupils reporting a concern can do so by

- talking to their class teacher
- talking to a member of staff
- writing a note to a member of staff
- Use the Talk Box post boxes
- Speak to a trusted adult

Parents/Carers reporting a concern should

- firstly to the class teacher - verbally or through Seesaw
- the teacher will then contact the parent to discuss the concern and appropriate action if needed
- where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Vice-Principal or Principal
- if the parent is still not satisfied they can make a formal, written complaint, to the Chair of the Board of Governors (M Davison)

Staff should report a concern to the Principal in relation to themselves or other adults.

All reports of bullying concerns received from pupils, parents, carers or staff will be responded to in line with this policy and that feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil/adult can be disclosed to anyone other than the pupil and his/her parents/carers.

9. RESPONDING TO A BULLYING CONCERN

All staff will take the issue seriously and deal with any parents' or pupils' concerns immediately. They will;

- clarify facts and perceptions
- check records (SIMS/BMM)
- discuss/consult with Vice Principal/Principal
- 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 listed in the Effective Responses to Bullying Behaviour resource and also in the Positive Behaviour Policy.
- track, monitor and record effectiveness of interventions
- review outcome of interventions
- select and implement further intentions as necessary

Carr's Glen Primary School advocates a restorative approach to responding to bullying behaviour. Interventions suggested in the Effective Responses to Bullying Behaviour resource (Appendix B - Summary available) focus on responding to the behaviour, resolving the concern and restoring the wellbeing of those involved.

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

Where the behaviour is not deemed to be bullying behaviour but unacceptable behaviour, as defined in the positive behaviour policy, sanctions will be used.

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 incidents on the wider community
- previous relationships between those involved
- any previous incidents involving the individuals

10. RECORDING

The school will centrally record all relevant information related to reports of bullying concerns, including:

- how the bullying behaviour was displayed (the method)
- the motivation for the behaviour
- how each incident was addressed by the school
- the outcome of the interventions employed.

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 Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

11. PROFESSIONAL DEVELOPMENT OF STAFF

All staff, both teaching and non-teaching, receive training and relevant updates and are involved in reviews of policies.

CPD records will be kept and updated regularly.

12. MONITORING AND REVIEW OF POLICY

To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors shall:

- maintain a standing item on the agenda of each meeting of the Board where incidents of bullying or alleged bullying 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, staff and their parents/carers, on or before October 2025

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.
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Section 12 – Links to Other Policies and documents

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***
- ***E-Safety Policy & Acceptable Use of Internet Policy***
- ***Mobile Phone Policy***
- ***Educational Visits***
- ***Staff Code of Conduct***

Education Authority document – Effective responses to bullying behaviour

<https://www.eani.org.uk/school-management/policies-and-guidance/addressing-bullying-in-schools-act-2016/effective-responses>



NOTE OF CONCERN



CHILD PROTECTION RECORD - REPORTS TO DESIGNATED TEACHER

Name of Pupil:
Year Group:
Date, time of incident / disclosure:
Circumstances of incident / disclosure:
Nature and description of concern:
Parties involved, including any witnesses to an event and what was said or done and by whom:

Action taken at the time:
Details of any advice sought, from whom and when:
Any further action taken:
Written report passed to Designated Teacher: Yes: <input type="checkbox"/> No: <input type="checkbox"/> If 'No' state reason:
Date and time of report to the Designated Teacher:
Written note from staff member placed on pupil's Child Protection file <input type="checkbox"/> If 'No' state reason:

Name of staff member making the report: _____

Role of staff member making the report: _____

Signature of Staff Member: _____ Date: _____

Signature of Designated Teacher: _____ Date: _____

Appendix B - Effective responses to bullying behaviour document

<https://www.eani.org.uk/school-management/policies-and-guidance/addressing-bullying-in-schools-act-2016/effective-responses>

Intervention Levels Summary

Level 1 - Individual Interventions

Interventions at Level 1 are designed to help pupils displaying socially unacceptable behaviours or bullying-type behaviours to recognise and reflect on their behaviour and to 'get them back on track'.

Interventions:

- explain the inappropriateness of the behaviour in line with the school's values (refer to Positive Behaviour Policy)
- identify possible consequences if the socially unacceptable behaviour or bullying 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 intervention at level 2 may involve continuing with the above, there may be a shift from individual support to larger group or whole-class interventions.

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.

Level 4 - High Risk Interventions

Bullying behaviours 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. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved.

Appendix C - Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments

PART 1

ASSESSMENT OF CONCERN		Date: <input style="width: 150px; height: 20px;" type="text"/>	
<p>Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:</p> <p><i>“bullying” includes (but is not limited to) the repeated use of —</i></p> <ul style="list-style-type: none"> (a) <i>any verbal, written or electronic communication</i> (b) <i>any other act, or</i> (c) <i>any combination of those,</i> <p><i>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.</i></p>			
	Name(s)	Gender M / F	DOB/Year Group
Person(s) reporting concern			
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). Include dates of event(s), the type of information gathered and where the information is stored (i.e. on paper or in SIMS).

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

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

Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

One-off Incident

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

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

PART 2

2.1 Who was targeted by this behaviour?

Select one or more of the following:

- Individual to individual 1:1
- Individual to group
- Group to individual
- Group to group

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

- Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking)
- Any other physical contact (which may include use of weapons)
- Verbal (includes name calling, insults, jokes, threats, spreading rumours)
- Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
- Electronic (through technology such as mobile phones and internet)
- Written
- Other Acts - Please specify:

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

Select one or more of the following:

- Age
- Appearance
- Cultural
- Religion
- Political Affiliation
- Community background
- Gender Identity

- Sexual Orientation
- Family Circumstance (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 – Please specify:

PART 3A

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name:

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	Outcomes of Intervention	Review

Record of participation in planning for interventions

Pupil:

Parent/carer:

Other Agencies:

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

PART 3B

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name:

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	Outcomes of Intervention	Review

Record of participation in planning for interventions

Pupil:

Parent/carer:

Other Agencies:

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

PART 4

REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

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Date of Review Meeting:

Part 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:

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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
- Follow Anti-bullying policy
- Keep under review the Stage of Code of Practice each pupil is on
- Follow Safeguarding Policy
- Seek multi-agency input (EA, Health and Social Services etc.)
- Engage with Board of Governors

Agreed by:

School	Signed: Date:
Parent	Signed: Date:
Pupil	Signed: Date: