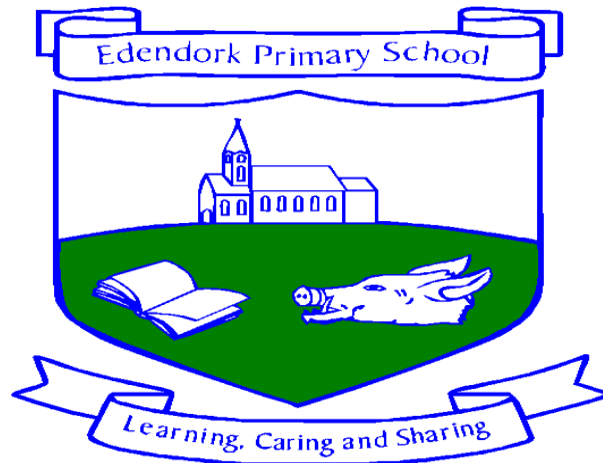


Edendork Primary School



Anti Bullying Policy

Definition of 'bullying'

'Addressing Bullying in Schools Act (Northern Ireland) 2016':

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.

Edendork Primary School Anti-bullying policy

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1. Introduction

School Vision

Together as governors, staff, parents, the local Church and community:

“Inspired by our faith in Christ, as a Catholic school, we will provide a happy, secure, caring, well resourced and stimulating learning environment. We will support and enable our children to realise and achieve their potential. We will empower them to be caring, responsible individuals, contributors to their community, capable of independent thought and well equipped to meet the opportunities/challenges of education, work and life.”

Rationale

Edendork Primary School is completely opposed to bullying and will not tolerate it. Bullying is contrary to the values and principles we work and live by. All members of our school community have the right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

This Anti-bullying policy applies only to pupil-to-pupil or a group of pupils against another pupil or group of pupils. Bullying behaviours involving or concerning member(s) of staff are covered within Edendork P.S. Staff Code of Conduct.

2. Legislation and Guidance

This policy is informed and guided by the following current legislation:

- 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 (NI) Order 2003
- The Education (2006 Order) (Commencement No 2) Order (NI) 2007
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- Addressing Bullying in Schools Act (Northern Ireland) 2016

and 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: *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

Duties placed on Board of Governors and Principals as a result of current legislation and guidance

In considering legislation and guidance, the Governors of Edendork P.S. will:

- Secure a preventative, responsive and anti-bullying ethos, in association with other relevant policies, to ensure a safe, inclusive, happy, organised and engaging school environment.
- Have overall responsibility for ensuring the Anti Bullying Policy is in place and updated every four years.
- Keep a 'Record of Incidents' of all incidents of bullying or alleged bullying involving a registered pupil/s at the school.
- Support the Principal in following the guidelines and practices agreed in the policy.
- Monitor and evaluate the effectiveness of strategies promoted in the policy.
- Support the principal in following the guidelines and practices agreed in the policy.
- Consult with the school community on the general principles and practices reflected in the policy.

To ensure the above are carried out effectively the Board of Governors will ensure:

- Anti-bullying will be a standing item on the termly meetings.
- To consider the views/feedback of the school community in relation to anti bullying to inform and guide whole school development planning with regards to targets, success criteria and outcomes.

The Principal will:

- Ensure this policy and associated policies are implemented consistently throughout the school.
- Facilitate any necessary staff development in relation to behaviour management and anti-bullying.

3. Mission

"In Edendork Primary School we are all friends who play, work and learn together so that Edendork Primary School will be a memorable stepping stone through life's journey."

We believe that all pupils have the right to learn in an environment which is free from intimidation and fear. Accordingly, we will work to create an environment within which positive relationships will be fostered which includes measures to **prevent** bullying among our pupils. In all areas of our anti bullying work, we will seek to involve and inform our pupils and their parents.

4. Links with other school policies

This anti-bullying policy forms part of Edendork Primary School's overall Pastoral Care policy.

It links with the Child Protection Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies.

It links with the Positive Behaviour Policy in which the school outlines the types of behaviour which are considered appropriate and inappropriate i.e. undesired/socially unacceptable behaviour, together with the sanctions which will be used as part of the disciplinary process.

It links with our Special Needs policy which outlines the school's practice facilitating the needs of individual children experiencing social, behavioural, emotional and wellbeing needs. Code of Practice action plans are drawn up, tracked, monitored assessed and reviewed through the implementation of the SEN Policy.

It links with our Reasonable Force/Safe Handling Policy in that should physical restraint prove to be necessary, it will be undertaken in compliance with this policy.

It links with our ICT and ESafety Policy in which the school outlines the steps we take to ensure children's safety in the school when utilising ICT and precautions parents should consider.

As a Catholic school, it links with our R.E. Programme and our PDMU policy as learning areas of the Northern Ireland Curriculum through which we present a preventative curriculum and give attention to pupil's well being, health and safety, relationships and the development good moral values.

5. Participation and consultation process

In accordance with the 2003 NI Education and Libraries Order, Edendork P.S. strives to create an ethos of participation through ongoing consultation. Methods used to gather data to inform the development and review of this Anti Bullying Policy and the School Development Plan have included:

- Audit involving pupils, parents, carers, staff (teaching & non teaching) and governors in May 2017.
- Positive Behaviour Parent Questionnaire and Pupil Questionnaire (April 2016)
- School Council May 2019
- P.7 Questionnaire June 2019
- Parent End of Year comments
- Annual Audit involving Safeguarding Team using ETI Self Evaluation Performa.
- Analysing results and providing feedback to all participants.
- Seeking expertise, knowledge and advice from external agencies including EA Behaviour Support & provisions team.
- Using results/information to address concerns; improve support provided, inform and guide amendments to policy and procedures, identify continuous professional

development; inform School Development Plan; monitor and evaluate policy efficacy.

- Pupils are involved in the creation and maintenance of Edendork Primary School's anti-bullying culture through participation in one or more of the following areas:
- The annual NIABF Anti Bullying Week activities;
- Presenting a class assembly;
- Presenting material for the Anti Bullying Board (displayed centrally).
- School Council Meetings;
- Creating class and/or school Anti Bullying agreed charters, class role plays, pupil diaries focusing on key principles of restorative questioning;
- Pupil questionnaires/audits;
- Playground Buddies;
- Peer/Group mentoring;
- Being taught pastoral programmes through PDMU including Women's Aid, participation in Circle Time;
- Contribution to school policies such as: promoting positive behaviour and rewards system, anti bullying, healthy eating, extracurricular/lunchtime/enrichment activities.

6. Preventative strategies

In Edendork P.S. the pupils' learning environment is as free from disruption as possible. It is based on a sense of community within the school and a Catholic ethos through which all members value and share. **Prevention** is our guiding principle in practice and all members of our school community are committed to striving for positive behaviour/good discipline.

Children are under the lawful control of a member of the school staff from school opening time at 8:15 a.m. for those children who attend the Breakfast club, and from 8:30 a.m. for all other children on the school premises/grounds until the school closes at 4:30 p.m. (latest time when the school is utilised for after school activities). This includes when a pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school eg Shared Education in Howard Memorial P.S. or trips organised by the school. Staffing levels and volunteers, all of whom have been vetted according to child protection procedures, ensure children are supervised by responsible adults at all times.

Parents are responsible for ensuring their child/children arrive at school safely and are transported home safely. While we recognise that most children travel to and from Edendork P.S. by car, a number of parents also pay for their child/children to access public buses, taxis or child care providers as a means of transport for their children travelling to or from Edendork P.S. We emphasise the importance of a parent/responsible adult waiting for/with their children at public service bus stops and promoting 'keeping safe' e.g. use of seat belts and positive behaviour. Staff employed by Translink, Ace Coaches, private taxi firms, private crèches/child care, assume responsibility of the child/children's safe travel. Where a group of children (from two or more families) are travelling to and from school, they must follow the school's code of conduct and incidents of bullying will be dealt with in the same way as if they occurred on school grounds.

We believe that the implementation of preventative measures will help to reduce the incidences of bullying behaviour therefore we will take the following steps

Ethos and pastoral care:

- We are a Catholic school with a strong Catholic ethos which permeates every aspect of our school life. Relationships are based on the core value of respect and the guiding principle of 'Treat others as you want to be treated.'
- We seek to be a "listening and telling school", in which pupils are encouraged to express their feelings, fears and concerns. This will be facilitated through our R.E. programme & other areas of the curriculum.
- 'You Share We Care'/'Worry' boxes are strategically placed for easy access by pupils in all Key Stage 1 & 2 classes.
- Our pupils wear their uniform with pride and recognise the role they play in contributing to the school's reputation within the Edendork community and beyond.

Promoting and Sustaining Good Behaviour:

- Consistent implementation of Edendork P.S. Positive Behaviour Policy upholds everyone's right to be safe both physically and emotionally and requires everyone to behave in ways which keep everyone else safe – both physically and emotionally. At all times we promote the importance of self and others and the importance of, in word and action, treating others the way one would like to be treated.
- Teachers endeavour to have high expectations of their pupils, have appropriate differentiation and provide a challenging, broad curriculum.
- Pupils are encouraged to adopt a "growth mindset" approach to their learning i.e. seeing mistakes as an opportunity to learn.
- Programmes and initiatives presented promote a sense of self- esteem and self-respect, respect for others and allow pupils to show pride in their school, parish and community. The 'family ethos' is very much promoted which fosters a sense of togetherness and cohesiveness among all school members.
- An agreed code of conduct exists with and between all members of Edendork Primary School's community whereby we expect all our school community to act in a positive and caring way towards each other.
- An open, inclusive and mutually respectful working environment is actively promoted.
- High levels of pupil participation exists through engagement children in activities including creating class charters, target setting, a School Council, Eco Club, P.7 Prefects and class buddies.
- We promote, recognise and consistently reward positive behaviour throughout the school through presenting awards for caring, friendliness and excellent manners.
- We work in partnership with parents/carers through the development of an open system of communication which includes parent teacher meetings (formal and informal), use of homework diaries, school facebook and school website, class Dojo and Tapestry, phone call, email, letters/ newsletters.
- We work effectively with appropriate outside agencies including EA Behavioural Support Team, EA Child Protection personnel, Educational Psychologist, EA SEN, RISE

NI, PSNI, Breakthru, Womens Aid and Social Services to support the care and welfare of our pupils;

- In conjunction with SEN policy, we identify and strive to meet individual needs;
- We promote early intervention when and where a need has been identified and provide tailored support for pupils who experience difficulty in meeting acceptable standards of behaviour.
- We implement a post-incident debriefing process to assist pupils in developing restorative attitudes and learn from experience.
- We acknowledge and sanction socially unacceptable behaviours.
- We undertake regular audits to assess the effectiveness of Edendork P.S. Positive Behaviour Policy including monitoring levels of pupil and/or staff wellbeing and relationships.

Curriculum:

- From P.1 to P.7 the Grow in Love Religious Education Programme is presented.
- We promote in children confidence, self esteem, self reliance, resilience and effective interpersonal skills through effective delivery of the taught Personal Development and Mutual Understanding programme (PDMU).
- We provide a personal safety teaching programme from P1 - P7 through Religion and PDMU. This programme, inclusive of Early Years 'Respecting Differences', will help children to develop a range of skills including assertiveness and communication skills. Issues such as bullying, sectarianism, racism and good relations are addressed through PDMU and Shared Education.
- Through the preventative curriculum, we actively promote emotional health and well being and reduce the likelihood of cyber bullying.
- Through planned Circle Time sessions, emotional literacy, interpersonal and intrapersonal skills are developed.
- We involve pupils in target setting, self-assessment and evaluation of outcomes;

Supervision arrangements in school dining room, playground, corridors, toilets and bus:

- We provide training and information for teachers, classroom assistants and lunchtime supervisors in the promotion of positive play and strategies for dealing with incidents of bullying.
- Playground buddies are appointed and given roles of responsibility to help prevent bullying occurring.
- Buddy Bench, school suggestion box and peer mentoring systems are provided.
- P.7 Prefects are appointed and given clear roles of responsibility including promoting safe travelling to and from school on buses.
- An Agreed Code of Conduct for use of toilets, dining room, playground and safe travel to and from school.
- "Vulnerable" pupils are supported which may include providing peer support arrangements, seating arrangements, providing a 'quiet' area (may be of their preferred choice) e.g. Sensory Cube in Foundation Stage corridor.

Anti-Bullying week

- Each year we register with the Northern Ireland Anti-bullying Forum and have an anti-bullying week whereby this theme is highlighted and discussed through the school. Resources available through the Northern Ireland Anti-Bullying Forum (www.niabf.org.uk) are utilised throughout the school year.

Anti-bullying Workshops

- Children engage in various activities, including workshops delivered by outside agencies, eg. Women's Aid, PSNI and NSPCC to identify strategies they could utilise if they observe / are subjected to bullying behaviours.

Parent Workshops

- Parents are presented with opportunities to avail of information meetings/parent programmes including promoting positive behaviour and internet safety workshops.

Posters

- Pupils are engaged in creating and displaying Anti-bullying posters/videos and contributing to the 'Anti Bullying Central Display' board.
- Commercially produced posters are also displayed which present the children with messages and strategies to counter act bullying behaviour.

Assemblies

- Best Boy & Girl of the week, golden award certificates which consistently acknowledges, affirms and celebrates positive behaviour at weekly, monthly, annual assembly/prize giving.
- Information, in relation to Anti Bullying, is presented regularly at whole school assemblies.

7. Bullying Behaviours Defined:

“Addressing Bullying in Schools Act (NI) 2016” - 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.

Within schools, there is a continuum of socially unacceptable behaviours. These unacceptable behaviours infringe on everyone’s right to be safe. They may be of a **physical nature** including jostling, physical, punching/kicking; may be **verbal** including name calling, insults, jokes which are perceived as being inappropriate or may be **indirect** - including isolating others, refusing to work with/talk to/play with/help others, interfering with personal property and include the misuse of mobile phones and internet programmes to isolate another or leave another feeling humiliated or threatened.

All socially unacceptable behaviours will be dealt with in accordance with procedures outlined in Edendork Primary School’s Positive Behaviour Policy.

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,
- targeted at a specific pupil or group of pupils
- repeated*
- causing physical or emotional harm
- omission

When determining if bullying has occurred, we may also consider if there is an imbalance of power or the target pupil(s) lack of resilience.

However, while bullying is usually a repeated behaviour, there are instances of one-off incidents that we will consider as bullying.

When assessing a one-off incident, to make a decision on whether to classify it as bullying, we 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 wider school community
- previous relationships between those involved
- any previous incidents involving the individuals.

The following inappropriate/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 spread false rumours about others*
- *try to make other pupils dislike another pupil/s*

Physical acts

- *Hitting*
- *kicking*
- *pushing*
- *shoving*
- *material harm, such as taking/stealing money or possessions or causing damage to possessions*

Omission (Exclusion)

- *Leaving someone out of a game*
- *Refusing to include someone in group work*

Electronic Acts/Cyber

- *Using online platforms or other electronic communication to carry out many of the written acts noted above*
- *Impersonating someone online to cause hurt*
- *Sharing images (e.g. photographs or videos) online to embarrass someone*

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

Edendork P.S. will determine the **intention** of the pupil allegedly demonstrating bullying behaviours to cause harm. This includes:

- 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.

In determining intent to cause harm, at Edendork P.S. we will apply discretion to assess an individual pupil's capacity to understand the impact of their behaviour(s) on others e.g. due to development age, disability or delay or is there an imbalance of power due to perhaps the target pupil(s) lack of resilience.

While **repetition** is an important element in establishing bullying behaviour at Edendork P.S., we recognise that when bullying behaviours occur through the medium of electronic communications, 'repetition' can take place through the repeated* viewing and sharing of a post even if there is only one post. A one off cyber bullying incident may be identified as

bullying behaviour. In deciding that an intentional one-off incident is bullying, Edendork P.S. will consider factors such as evidence of premeditation or whether the incident has caused significant levels of emotional or physical harm to one or more pupils.

The intention of the pupil allegedly demonstrating bullying behaviours to cause harm, will also be determined by the continuation or **repetition** of identified bullying behaviour after the school has implemented interventions to respond to the situation, resolve the concern and restore the relationships.

Motivations

The various motivations behind bullying include but are not limited to:

- Age
- Appearance
- Breakdown in peer relationships
- Community background
- Political affiliation
- Gender identity
- Sexual orientation
- Race
- Religion
- Disability / SEN
- Ability
- Looked After Child status
- Young Carer status

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, in Edendork P.S. 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 incident.

8. Agreed code of conduct for the school community

Pupils:

Pupils have an entitlement to be educated in an environment which is safe, caring and respectful of their individual needs. The following code of conduct has been created and agreed by pupils in Edendork P.S. (School Council 2019)

- We all have the right to feel safe in school.
- Treat others the way you would like to be treated.
- Help if someone needs it.
- Don't say bad talk.
- If someone is sitting on their own, go over and sit with them.
- Do not start or assist in bullying behaviour.
- Always say please and thank you.
- Don't do dirty looks to people.
- Never feel you can't tell someone.
- If something is bothering you so much, make sure you tell an adult you trust.
- Others have the right to feel safe with everyone at all times.

Parents:

Parents have an entitlement to expect that their child will be educated in an environment which is safe, caring and respectful of their individual needs.

Parents have a responsibility to:

- Ensure that their child co-operates with teachers, other staff and other pupils.
- Be alert to signs of distress and other possible indications of bullying behaviour.
- Inform the school of any concerns relating to bullying behaviours.
- Advise their children to report any concerns or instances of bullying behaviour witnessed or suspected to a member of staff/ their class teacher/Mrs. Mc Alinden/ Mrs Dunne (Designated Teacher for Child Protection) and explain the implications of allowing the bullying behaviours to continue unchecked, for themselves and other pupils.
- Advise their children not to retaliate to any forms of bullying behaviour.
- Be sympathetic and supportive towards their children; reassuring them that appropriate action will be taken.
- Co-operate with the school, if their children are accused of bullying behaviour. Try to ascertain the truth. Recognise and share with their children the implications of bullying behaviours, both for the children who are targets and for the children who are displaying bullying behaviour.

Teachers and other staff, including volunteers and coaches:

Teachers and other adults in the school community have an entitlement to work in an environment which is characterised by respect and caring for all.

Our staff have a responsibility to:

- Contribute to the creation of such an environment and to work for the well being of all pupils.
- Foster in our pupils' self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying behaviours with all classes, so that every pupil learns about the damage it causes to both the target(s) of bullying behaviours and to the pupil displaying bullying behaviours. Reinforce the importance of telling a member of staff about bullying behaviours when they occur.
- Be alert to signs of distress and other possible indications of bullying behaviours.
- Coaches and volunteers who are responsible for presenting after school activities ensure children are supervised at all times until they are collected by their parents/other transport arranged by parents and are no longer on the school premises.

The Responsibilities of All:

Everyone should work together to combat and, hopefully in time, to eradicate bullying behaviours.

9. Procedures for dealing with an allegation of bullying behaviour

Each case of alleged bullying will be dealt with individually and follow-up action will be tailored to meet the individual needs of the pupils concerned. Staff are expected to respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change being achieved through implementing the following procedures:

9.1 Reporting:*Pupils Reporting a Concern*

In Edendork P.S. through our pastoral/preventative work, we continually encourage pupils to raise concerns with any member of staff, including teaching and non-teaching staff. We also reinforce that ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing the behaviour. Through our preventative work the key message focuses on 'getting help' rather than 'telling'.

Ways of reporting a bullying concern may involve:

- Verbally- talking to a member of staff
- By writing a note to a member of staff (e.g. in a homework diary)
- By posting a comment in a 'worry box'

Parents/Carers Reporting a Concern

Parents/Carers should raise concerns about alleged bullying behaviour with the school at the earliest opportunity. At Edendork, we stress the need for parents/carers to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back.'

The processes for reporting a bullying concern are:

- In the first instance, all bullying concerns should be reported to the Class Teacher
- Where the parent/carer is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the class teacher should be informed and the concern should be reported to the Vice-Principal or Principal.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed.

While the majority of reports of bullying concerns come from pupils and their parents/carers, at Edendork P.S. we are open to receiving such reports from anyone.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy. 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 can be disclosed to anyone other than the pupil and his/her parents/carers.

When an alleged bullying incident is reported, the information may be passed on to the following people:

- The teacher of any pupil involved
- Mrs Mc Alinden (Principal) and in her absence Mrs Forker (Vice principal)
- Mrs Dunne (as designated teacher for child protection)
- Mrs Shields (SENCO)

9.2 Clarification of an incident

- Information will be gathered by class teacher which may be in consultation with Mrs Mc Alinden, Mrs Toye and/or Mrs Dunne, Mrs Lowe, and or Mrs Shields and always in co-operation with any member staff concerned. Facts and perceptions will be clarified.
- Key personnel may be spoken to eg. previous teacher(s), classroom assistant/lunch time supervisors, to check for previous incidents and identify behavioural patterns.
- Information gathered will be used to complete part 1 of the 'Bullying Concern Assessment Form' (BCAF)
- Information gathered will be checked against the legal definition's criteria and on this basis determine whether bullying behaviour has taken place.
- If appropriate at this stage, parents of pupils involved will be informed by the Principal in accordance with Child Protection Procedures.

9.3 Action which may be taken:

If, on the basis of the information gathered the criteria for bullying behaviour has not been met, socially unacceptable behaviours will be dealt with under Edendork Primary School's Positive Behaviour Policy and addressed, as appropriate, through the SEN Code of Practice.

If, on the basis of the information gathered the criteria for bullying behaviour has been met, a Code of Practice is used to develop agreed Action Plans to **support** both targeted pupil(s) and pupil(s) displaying bullying behaviours.

Support for targeted pupil(s) involves:

- discussing and agreeing a tailored Code of Practice action plan which would involve pupil(s) in: identifying SMARTER (Specific, Measureable, Achievable, Relevant, Timely and Evidence Based) target(s); relevant success criteria, outcomes and assessment procedures.
- 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 the development of new coping skills and the promotion of positive restorative relationships e.g. greater resilience. Edendork P.S. will utilise interventions contained in NIABF's "Effective responses to bullying behaviour", and/or strategies outlined in DE SEN Resource File, "Understanding and Managing Social, Emotional and Behavioural Difficulties".
- copies of the agreed plan will be shared with key partners to ensure clarity of roles and understanding of specific strategies.
- staff and pupils together track and monitor 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?
- 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 Code of Practice action plan which would involve pupil(s) in: SMARTER target/s, success criteria, outcomes and assessment procedures.
- keeping a record of the agreed plan in Part 3 of the BCAF.
- ongoing dialogue to ensure that the interventions/strategies identified and agreed would,

- when implemented, result an enhanced ability to empathise and the restoration of relationships eg. reduction/removal of unacceptable bullying behaviour/s. Edendork P.S. may utilise interventions contained in NIABF's "Effective responses to bullying behaviour" and/or may employ strategies as outlined in DE SEN Resource File, "Understanding and Managing Social, Emotional and Behavioural Difficulties".
- 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?
- 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.

External Advice/support:

External advice will be accessed by staff in relation to their role in providing support for the pupils concerns: the child who has experienced the bullying behaviours or the child who is displaying the bullying behaviour(s). This may take the form of a UNOCINI completed by the Designated Teacher Mrs Dunne to Social services, a referral to Educational Psychologist or autism advisory and Intervention Service via the school SENCO Mrs Shields, the Educational Welfare Officer, EA Behavioural Support Team, CAHMS, Rise NI, Community Police are all services which can be accessed by school personnel in providing support.

The legal responsibility for producing schemes for suspension, which in severe cases may lead to expulsion, lies with the CCMS. For any suspension to occur the Principal must notify CCMS and the Chairperson of the Board of Governors. Hopefully, with the mutual support and co- operation that exists between staff and parents in Edendork P.S., such a situation will not arise.

Follow-up procedures

- ongoing monitoring will lead to a formal review within one month. This will be done by the Principal in co-operation with the other teachers, pupils and parents concerned.
- report back promptly to parents/carers informing them fully of actions taken/to be taken and outcomes achieved.
- 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.

10. Recording

The legal requirement, as set out in the Addressing Bullying in Schools Act (NI) 2016, is for schools to maintain a record of all incidents of bullying and alleged bullying behaviour.

A record is kept of ALL bullying behaviour or alleged bullying incidents that occur while it's pupils are on the premises of the school/other educational venue organised by the Edendork P.S. during the school day. This is inclusive of school trips, playing on a school team, attending another school e.g. through Shared Education and is inclusive of travelling to and from another educational setting/venue.

When dealing with allegations of bullying behaviour, Edendork P.S. utilises the Bullying Concern Assessment Form (BCAF) to record details which include:

- Information gathered e.g. from those involved or key bystanders.
- What from the information gathered and all the circumstances, appears to be the motivation or underlying theme behind the behaviour e.g. gender, disability, race, Looked After Status (LAC).
- The method of bullying e.g. exclusion, verbal, electronic, physical.
- 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.

Records will be kept centrally, in the Principal's office. It is intended that the online SIMS Behaviour Management Module, which is part of the C2k system in schools will be utilised for record keeping. 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

Edendork Primary School governors and Principal are committed to ensuring that all staff are provided with appropriate opportunities for professional development as part of the school's ongoing Continuous Professional Development provision which includes PRSD for teachers. This is key to the School Development Planning process whereby relevant future training needs are identified based on baseline audit responses, ongoing consultation, monitoring and review of practice with a commitment to share and learn from best practice.

All members of staff were involved in the consultation process creating this policy. Opportunities for safeguarding training are afforded to all members of staff – teaching and non teaching staff, at least once every two years. This is led by the Designated teacher. Training for individuals, included the school Safeguarding team will be provided in line with roles and responsibilities. This includes governors who will also avail of appropriate EA training when it becomes available. As a result of knowledge acquired from CPD, Anti Bullying Policy and procedure will be adopted and amended accordingly. Records of all CPD are kept and updated regularly.

12. Monitoring and Review of Policy

The Board of Governors and the Principal, on the basis of evidence gathered, will monitor the effectiveness of this policy by using performance and other data to:

- determine how effective Edendork Primary School's preventative measures are in reducing: levels of and opportunities for bullying behaviour; severity and frequency of incidences by noting reductions/increases including monitoring response times.
- 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 base lining surveys with parents, staff, Governors and pupils
- ensure that policy concerns are identified quickly and addressed through the ongoing School Development Planning process

To this means, the following will be implemented:

- At each meeting of the Board of Governors, a report of bullying, prepared by the Principal, will be a standing item on the agenda.
- The numbers of recorded incidents of bullying including method, motivation and how the incident was addressed will be recorded in the minutes.
- How pupils, parents, teachers and governors are consulted and what changes are made to the Anti-bullying Policy will be recorded.
- Identification of trends and patterns to inform future development of policy and practice.
- Review of the Anti Bullying Policy will take place formally at least every 4 years and after every incident of bullying.

As this Anti Bullying Policy forms part of the suite of safeguarding policies which work together to promote the welfare and well-being of pupils, leadership in Edendork strives to ensure that this policy complies with safeguarding requirements, as set out in the current ETI Safeguarding Performa. To this means, the Safeguarding Performa is completed annually by the designated teacher (Mrs Dunne) and Principal (Mrs Mc Alinden) and shared with the school's safeguarding team and governors. The policy will consequently be reviewed as required in relation to guidance from Department of Education and in consultation with pupils and their parents on or before June 2023.

13. Newcomer Pupils:

A generic copy of key messages conveyed in this policy is available in the home language of newcomer pupils.

<https://www.eani.org.uk/school-management/intercultural-education-service-ies/newcomers/translated-documents>