St. Bride's Primary School

Anti-Bullying Policy

1.0 Introduction and Statement

In St. Bride's Primary School, we believe all forms of bullying behaviour are unacceptable and we recognise that it is the collective responsibility of all in our school community to promote an anti- bullying ethos.

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)

We recognise the rights of all children and it is of paramount importance that pupils in St. Bride's Primary School have the right to learn in a safe and supported environment. This is in line with our Mission Statement, "Attainment for all, within a happy, safe, caring, Catholic environment."

2.0 Context

2.1

This policy has been developed by governors, staff, parents & pupils in St. Bride's Primary School.

The 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 (e.g. educational visits)
- When receiving education organised by school but happening elsewhere in another educational setting e.g. Clarawood

In St. Bride's Primary School, we have "After School Provision" and various After School Clubs on site. It is the responsibility of those in charge of organising these activities to address allegations of bullying whilst the pupils are in their charge. It is their duty of care to deal with alleged incidents in line with their Anti- Bullying Policy. From time to time, if it is in the best interest of the children, the school may need to be informed of issues. The relevant sections of this policy have been shared with After School providers.

2.2

The Education and Libraries Order (NI) 2003, requires the Board of Governors to:

'Safeguard and promote the welfare of registered pupils' (A.17)

Governors of St. Bride's Primary School are cognisant of their duty as Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents. Governors have completed online training.

The policy was shared with parents, pupils and staff. It is available on the school website www.stbridesps.org.uk

2.3

Policy guidance requires that this policy be updated <u>at least</u> every four years.

2.4

The previous Anti-Bullying Policy required updating to bring practice in St. Bride's Primary School in line with recent legislation, and new policy guidance. Members of the SMT, attended training, "Supporting the Successful Implementation of the Addressing Bullying in School Act Northern Ireland 2016". All members of the Board of Governors received online training. This information was cascaded to the senior management team (SMT) and then to staff during Inset and to children during PDMU lessons.

2.5 a

The policy has been developed and includes reference to the legislative and policy/ guidance framework. This includes:

The Legislative Context:

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

2.5b   The Policy & Guidance Context

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

2.5c   The International Context

- <u>United Nations Convention on the Rights of the Child</u> (UNCRC)

3.0

<u>Ethos & Principles</u>

In St. Bride's Primary School, we have a strong pastoral ethos. We adopt a positive approach to discipline. Every member of staff is a role model to pupils in our care. We have an agreed set of school rules which are reinforced throughout the year. We draw up class contracts or class rules in collaboration with the pupils. In September each year every class completes an anti-bullying discussion, the results of which are shared with staff. These findings are then acted upon and if necessary, the policy and practise reviewed.

We provide a preventative curriculum and teach children about respect for others and good behaviour. Online Safety and Anti- Bullying is covered during assemblies, PDMU, RSE lessons, religion lessons, circle time, etc. We recognise the designated Safer Internet Day and Anti-Bullying Week. In St. Bride's Primary School, we reinforce anti-bullying and safer internet practices EVERYDAY.

3.1

In St. Bride's:

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

4.0

Consultation and Participation

This policy has been developed in consultation with registered pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

4.1

Consultation

St. Bride's Primary School involved all stakeholders in the consultation process and in the devising of the new policy document.

SMT

- Members of SMT attended training in relation to new legislation.
- Members of SMT drafted the Anti-Bullying Policy
- Members of SMT designed parents' questionnaires (Whole School) and pupil questionnaires (KS1 & KS2) and whole school class discussion sheets. (KS1 and 2)

4.2

Parent Consultation

- Online questionnaires (Whole School Education Platform) were sent via the app (schoolcomms) to five parents per class. The results were analysed by Whole School and the results used to inform the policy. The results were shared with staff.
- Members of the PTA gave feedback on the draft policy.
- The Link Governor for Child Protection was consulted.

4.3

Staff Consultation

- The EA PowerPoint was shared with the staff. This introduced the Addressing Bullying Act reform, familiarised staff with the new definition of bullying, motivations, methods of recording etc.
- There was whole school consultation of the draft policy. Staff identified motivations for bullying & outlined the preventative curriculum in St. Bride's Primary School
- There were staff year group discussions. Staff discussed and agreed age appropriate anti-bullying charters, restorative questions and discussed bullying behaviours and relevant interventions for each year group.
- Staff held discussions with their classes using school designed question sheets for guidance.

5.0

What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 provides all schools with the following legal definition.

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.

In layman's terms, Bullying is behaviour that is <u>usually</u> repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.

It must be stressed that while bullying is usually repeated behaviour, there are instances of one-off incidents that will be considered as bullying in St. Bride's Primary School. This policy does <u>NOT</u> list the incidents that will be considered bullying; rather it lists the criteria which it will judge an incident against.

5.1

Criteria for Assessing a one-off Incident

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 incidents on wider school community

- previous relationships between those involved

- any previous incidents involving the individuals

- if children have special needs or are on the SEN or Medical register

Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.

5.2

<u>Methods of Bullying</u>

The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

5.2a

<u>Verbal or Written Acts</u>

- 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
- extorting from, blackmailing or exploiting another pupil(s)
- scribbling on another pupil's work & writing mean notes
- laughing and pulling faces at someone
- goading another child into doing something dangerous/ humiliating

5.2b

<u>Physical Acts</u>

- hitting
- kicking
- pushing
- shoving
- locking a pupil inside a room/ toilet
- physical harm e.g. biting, nipping, throwing objects, tripping, restraining against a wall
- spitting
- urinating on someone
- threatening/ intimidating/ controlling behaviour
- material harm, such as taking/stealing/ hiding money or possessions or causing damage to possessions
- intentionally being too rough during P.E lessons or in the playground and after school games
- holding someone down at swimming

5.2c

Omission (Exclusion)

- leaving someone out of activities, parties, WhatsApp groups, gaming etc.
- refusing to include someone in group/pair work

5.2d

Electronic Acts- most commonly known as cyber bullying

- using online platforms or other electronic communication to carry out many of the written acts noted above
- impersonating someone online to cause hurt
- sharing audio recording and images (e.g. photographs or videos) online to embarrass someone
- taking photographs, screen shots, capturing audio of a person without their consent & using it to make fun of them (online & not online)
- leaving nasty comments when online
- making prank phone calls
- using bad language/ name calling while online (gaming e.g. Minecraft, Fortnite etc.).

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

5.3

Motivations Behind Bullying

There are various motivations behind bullying, including those named in the Act.

These include, but are not limited to:

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

In St. Bride's Primary School, we also consider the below to be motivations behind bullying.

Emotional Insecurity	Sporting Affiliation
Traumas	Financial Status
New Members to the School Community	Self-esteem / jealousy
Bereavement	Learnt Behaviours

Pupils mentioned that children displaying bullying behaviours maybe doing so because:

The child *(displaying bullying behaviours)* is shy and quiet and wants to be seen to have more friends/ gain attention.	Trying to impress others
Revenge- getting back at someone	They have it hard at home.
Their parents are mean to them.	

5.4 Using Supportive, Understanding Language

Bullying is an emotive issue, therefore it is essential that in St. Bride's Primary School 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, in St. Bride's Primary School, encourage all members of our school community to use this language when discussing bullying incidents.

5.5

Definitions of Emotional and Physical Harm (DE Guidance.)

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.

6.0

Preventative Measures in St. Bride's

In St. Bride's Primary School, we aim to consistently promote a strong anti-bullying ethos. The focus for all anti-bullying work is on prevention. This is the lynchpin of our policy and practice. The policy is revisited annually with staff during staff-training.

6.1

There are a number of key actions taken in school, with the aim of preventing bullying and creating a safe learning environment. Examples of these include:

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy e.g. St. Bride's Primary School Rules, St. Bride's Anti-Bullying Charters (age appropriate), Class Contracts, Classroom Rules & Playground Rules. In St. Bride's Primary School staff and pupils are consistently and actively taught strategies and procedures, in line with the policy. Pupils are encouraged to follow appropriate behaviour at all times.
- Promotion of Anti-Bullying messages through the curriculum e.g. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion.
- Raising awareness of procedures in relation to how to raise a concern for e.g. awareness of who pupils can talk to; class teacher, member of SMT, etc. (People Who Help Us posters published around the school.)

- Addressing issues such as the forms of bullying, including the how and why it can happen, through PDMU, RSE, Grow in Love (Religion Programme) and assemblies
- Through the preventative curriculum, actively promote positive emotional health and wellbeing e.g. mindfulness training, Go Noodle, Mile A Day, Cosmic Yoga, Kindness/ Worry Box
- Participation in the Northern Ireland Anti-Bullying Forum (NIABF) annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g. Safer Internet Day, Catholic Schools' Week
- Development of peer-led systems (e.g. School Council, buddy system) to support the delivery and promotion of key anti-bullying messaging within the school
- Development of effective strategies for playground management e.g. teachers and classroom assistants recognise their vital role when on duty. Playground rules and routines are consistently enforced.
- Training for supervisors & classroom assistants
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Provision and promotion of extra activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activities, language & computer clubs, etc.
- Contact with parents as soon as problems arise. Early intervention can stop minor problems escalating.

6.2 Preventative Measures to Prevent Bullying on the way to and from School

While many of the measures outlined above will support the development of an Anti- Bullying culture, there are a number of ways St. Bride's Primary School seeks to build upon this related specifically on the journey to and from school. This includes;

- 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.
- Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school.
- Regular engagement with our after school and transport providers to ensure effective communication and the early identification of any concerns.
- Promotion of key anti-bullying messages and awareness of our behaviour expectations of pupils while in the local community (e.g. local shops, cafes, service providers, residents, etc.), including information on how to raise any concerns with the school.
- Appropriate deployment of staff to support the transition from school day to journey home (e.g. staff duty at school doors, playground supervision, where appropriate)

6.3 Preventative Measures to Prevent Cyber Bullying.

In St. Bride's Primary School, we take steps to prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school. In St. Bride's Primary School, we raise awareness of the nature and impact of online bullying and support pupils to make use of the internet in a safe, responsible and respectful way. We seek to;

- Address key themes of online behaviour and risk through PDMU and RSE, 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 (e.g. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum, NSPCC) to support the promotion of key messages.
- Participate in annual Safer Internet Day and promotion of key messages throughout the year.
- Develop and implement robust and appropriate policies in related areas (e.g. Acceptable Use of the Internet Policy, Filtering and Blocking Policy, Mobile Phone Policy, Connected Devices Policy, etc.)

7.0 Responsibility

This Anti-Bullying Policy is the responsibility of all in school. Everyone has responsibility for creating a safe and supportive learning environment for all members of the school community.

In St. Bride's Primary School everyone in the school community, including pupils, their parents/carers and the staff are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together to:

- 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 indications 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 experiencing bullying, 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 .0

Reporting a Bullying Concern

In St. Bride's Primary School there are various ways in which pupils, parents and anyone else with concerns can make these known to the school.

8.1

Pupils Reporting a Concern

Pupils in St. Bride's Primary School are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff.

St. Bride's pupils can report bullying concerns in a variety of ways including:

- Verbally- talking to a member of staff e.g. their teacher, classroom assistant, lunch time supervisor, Designated People Who Help Us (See Posters on both sites)
- Verbally- pupil could tell another pupil or adult (e.g. parent, child minder) who should pass the information on
- By writing a note to a member of staff (e.g. in a homework diary, in their homework book)
- By posting a comment in a 'worry/thought/helping hand box'

In St. Bride's Primary School, ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. This is consistently emphasised during the preventative work outlined in Section 6. The message in St. Bride's Primary School focuses on 'getting help' rather than 'telling'. All pupils in St. Bride's Primary School are encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another. The school has established a set of Anti-Bullying Charters. These charters are used to promote good practice in relation to dealing with incidences of bullying. The charters are published in classrooms and along the corridors as a reminder to pupils.

8.2

Parents/Carers Reporting a Concern

In St. Bride's Primary School, it is the responsibilities of parents and carers to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. All parents/carers need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

The process of parents/carers reporting bullying concerns:

- In the first instance, all bullying concerns should be reported to the **Class Teacher**. Parents may send a note or contact the class teacher electronically e.g. See-Saw, Dojo or school email info@stbrides.belfast.ni.sch.uk . Emails will be forwarded to the class teacher, who will contact the parent/ carer. Alternatively, parents may phone the school (02890381700) to request a phone call or appointment. (The class teacher will always consult with SMT and keep them informed.)

- 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 **Head of Key Stage (Foundation Stage/KS1 Mrs O' Prey & Key Stage 2 Mrs Granleese) or Vice-Principal, Miss Joyce.** Here again parents can contact the school office on (02890381700) or school email info@stbrides.belfast.ni.sch.uk

- Where the parent is not satisfied that appropriate action has been taken by the Head of Key Stage or Vice-Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to the **Principal, Mrs Quinn.** Parents can make an appointment to meet with Mrs Quinn through the school secretary. (02890381700)

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This involves making a formal, written complaint, to the Chair of the Board of Governors. The complaints procedure can be viewed on the school website or a hard copy obtained from the School Office.

Whilst in St. Bride's Primary School we acknowledge that the majority of reports of bullying concerns will come from pupils and their parents/carers, 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 and 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.

9.0

Responding to a Bullying Concern

In St. Bride's Primary School, the focus of any intervention is on responding to the bullying concern and restoring the wellbeing of those involved. As such, St. Bride's Primary School's strategy for responding to bullying concerns concentrates on the prevention of any further incidents.

 When responding to the bullying concern staff should:

- Have a positive mind set.
- Be calm. It is important for staff to be clear thinking and emotionally in control.
- Be positive. Staff should have in mind the importance of maintaining a positive relationship with the pupil. A pupil is much more likely to modify his/her behaviour if he/she perceives that the teacher cares.
- Be assertive. Staff should directly and clearly express their thoughts, feelings and expectations concerning the need for the pupil to not only stop displaying bullying behaviour, but also make restitution with the child who has been experiencing bullying behaviour.
- Be confident. It is important for staff to trust that they will be successful in implementing practices that can have an impact on the pupil's future behaviour. It is always helpful to focus on the behaviour and not the pupil.

The processes outlined below provide a framework for how St. Bride's Primary School staff will respond to any bullying concerns identified. These have been drawn up with reference to good practice outlined in the Northern Ireland Anti- Bullying Forum.

St. Bride's staff should:

1. Clarify facts and perceptions
2. Check records e.g. teacher's personal notes, the bullying book (held in the office) daily behaviour records, class records, I.E.P Behaviour Plans, speak to the previous class teacher, speak to members of SMT, check minutes of meetings, SEN logs on the system etc.
3. Assess the incident against the criteria for bullying behaviour
4. Identify any themes or motivating factors
5. Identify the type of bullying behaviour being displayed
6. Identify intervention level
7. Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions. Track, monitor and record effectiveness of interventions
8. Review outcome of interventions
9. Select and implement further intentions as necessary

Information taken by staff in relation to a bullying incident cannot be disclosed to anyone other than that pupil and his/her parents/carers.

St. Bride's Primary School, in line with the NIABF, advocates a *restorative approach when responding to bullying behaviour. Interventions focus on responding to the behaviour, resolving the concern and restoring the wellbeing of those involved.

Staff in St. Bride's Primary School collaborated in year groups, listed various bullying behaviours, identified the level of bullying and outlined interventions which may be effective when responding to the bullying situation. Staff referred to the good practice outlined in "Effective Responses to Bullying Behaviour Document NAIBF" for some interventions. (Appendix 4) These lists of bullying behaviours and interventions are not exhaustive and will be reviewed year on year in line with new research.

*Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

10.0

Recording

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

In St. Bride's Primary School, we centrally record and save all relevant information related to reports of bullying concerns. Class Behaviour Record sheets, in line with our Positive Behaviour Policy, are passed on from year to year. These may be used as a reference for past incidents.

A Bullying Concern Assessment Form (BCAF Part 1) (Appendix 1) is initiated for each instance of "alleged bullying". This is saved in a private folder on the public folder.

Initially the allegation is dealt with by the class teacher. Where necessary there will be consultation with pupils, former teachers, colleagues, SMT etc. In more serious cases the first contact may come from parents directly to the Principal. The class teacher will be responsible for completing the "Bullying Concern Assessment Form Part 1". The teacher when responding to allegations may wish to use the age appropriate restorative questioning technique with the pupils.

Completing BCAF Part 1 will allow the teacher to form a judgement as to whether the situation constitutes bullying using the legal definition or if it is socially unacceptable behaviour. During this process files are checked for previous incidences.

If, after applying the criteria, it is determined that the allegation does **not** meet the legal definition of bullying the BCAF Part 1 is completed, signed off and saved. Staff should then use the St. Bride's Primary School Positive Behaviour Policy to address the socially unacceptable behaviour. Appropriate sanctions/consequences from the Positive Behaviour Policy are applied.

If the incident does meet the agreed definition of bullying the staff member in question completes Part 2-4 of the Bullying Concern Assessment Form.

Staff will use the BCAF 2-4 (Appendix 1) and centrally record all relevant information related to related 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 in a private folder on the public folder. 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.

11.0

Professional Development of Staff

St. Bride's Primary School is committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing continuous professional development. (CPD)

Safeguarding training is availed of by Board of Governors and all staff. Staff training in relation to the Anti-Bullying Policy is held annually and amendments to the current policy and inclusions will be made when necessary.

CPD records will be kept and updated regularly.

12.0

Monitoring and Review of Policy

It is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness of the Anti-Bullying Policy.

12.1

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 a report on recorded incidents of 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

12.2

This Anti-Bullying Policy will be reviewed at intervals of no more than four years in line with recent legislation. However, should the need arise, the policy will be reviewed following any incident which highlights the need for such a review. It will also be reviewed when directed to by the Department of Education and in light of new guidance.

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before February 28th 2024.

13.0

Links to Other Policies

The Anti-Bullying Policy is one of a number of policies in the wider pastoral care and safeguarding suite of policies. These policies align and provide consistent message.

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies. Care has been taken to ensure that all policies are consistent. The policies listed below are linked to the Anti-Bullying Policy.

- Pastoral Care Policy
- Positive Behaviour Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Relationships and Sexuality Education Policy
- E-Safety Policy & Acceptable Use of Internet Policy
- Mobile Phone Policy
- Environmental Assessment Policy (Educational Visits)
- Staff Code of Conduct

Adopted by St. Bride's Primary School Board of Governors 11/11/21

Appendix 1   Bullying Concern Assessment Form (BCAF)

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments

PART 1

ASSESSMENT OF CONCERN   **Date:**

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) 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.

	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

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:	
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	

Adopted by St. Bride's Primary School Board of Governors 11/11/21

YES the above criteria have been met and bullying behaviour has occurred.	NO the above criterial 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

Adopted by St. Bride's Primary School Board of Governors 11/11/21

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

Adopted by St. Bride's Primary School Board of Governors 11/11/21

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	

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:	

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:

Appendix 2

Choosing an Appropriate Intervention

Staff in St. Bride's Primary School collaborated in year groups, listed bullying behaviours for the levels and outlined interventions which may be used to respond to a bullying situation. Staff referred to the good practice outlined in "Effective Responses to Bullying Behaviour Document" (NAIBF)

Choosing an Appropriate Intervention

(Effective Responses to Bullying Behaviour NIABF P.13)

When pupils are involved in incidents of bullying, staff in St. Bride's Primary School need to intervene. In practice there is a wide range of possible interventions available and there are significant differences in these in terms of the purpose of the intervention and the needs being addressed. Staff in St. Bride's Primary School welcome the availability of a plethora of interventions. This diversity though raises some important questions, most notably 'which is the most appropriate for this case?' Inappropriate interventions could risk further harming individuals who are already vulnerable or victimised.

In theory it is agreed that there is no best method in the sense that one is always preferable. It depends on the nature of the bullying, the availability of resources, the skills level of staff and the readiness of the school community to support the chosen approach. Staff in St. Bride's Primary School are cognisant of the fact that the main aim of any intervention is to RESPOND to the bullying that is taking place, RESOLVE the concern and RESTORE the well-being of all those involved.

In selecting an intervention staff in St. Bride's Primary School should take account of:

- The level of severity, using this as a guide to select appropriate intervention(s).
- The legal status of the act e.g. assault.
- The age and ability of those involved.
- Whether an individual pupil or a group is involved.
- The level of staff agreement, confidence and competence in adopting a restorative, behaviour changing approach.
- The agreement and support of the parents/carers in adopting a restorative, behaviour changing approach.
- Whether the pupil(s) displaying bullying behaviour acknowledge(s) the unacceptable behaviour and can be enabled to feel empathy for the pupil experiencing bullying, and act appropriately.
- The willingness to engage in a group intervention such as the Support Group Method (see p30 NAIBF).
- Whether it is realistic to expect that the pupil experiencing bullying can be strengthened adequately to deal with the situation.
- Whether or not the pupil experiencing bullying has acted provocatively.

Appendix 3

Understanding the Levels of Intervention

(Effective Responses to Bullying Behaviour NIABF P. 14)

Levels suggested within this policy document are for guidance only, and in St. Bride's Primary School we consider a range of interventions from across all levels. Every bullying incident is individually assessed and an intervention chosen which best meets the individual pupil needs. Level 1 Intervention - Low Level Bullying Behaviour Interventions at Level 1 are to help pupils to recognise/reflect on their unacceptable behaviour and to "get them back on track" while listening to and supporting/strengthening the pupil(s) experiencing bullying. In St. Bride's Primary School low level bullying behaviour is never ignored.

Staff should;

- Explain the inappropriateness of the behaviour in line with the school's values.
- Identify possible consequences if the bullying behaviour continues.
- Point out the level of distress experienced by the pupil experiencing the bullying behaviour.
- Talk with the pupil experiencing the bullying behaviour to explore whether he/she has in any way provoked the bullying behaviour.
- Help the pupil experiencing the bullying behaviour to identify ways in which he/she may be strengthened and supported, e.g. peer support.
- Encourage reparation to be made, if appropriate. Monitor the situation carefully.
- Be prepared to intervene with a higher response level if the situation persists or deteriorates.

Level 2 Interventions - Intermediate Level Bullying Behaviour

While interventions at Level 2 involve continuing with the above, there may be a shift from individual support to group interventions. To be effective small group work needs:

- The consent and involvement of the pupil being bullied.
- To be planned and timetabled, session length dependent on age and ability.
- Parental / carer consent and agreement from participating pupils.
- Carefully selected group membership.
- To take place in a suitable and comfortable environment.
- To be uninterrupted.
- To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.
- Decision and outcomes to be agreed and recorded, e.g. on a flipchart.
- To facilitate the development of empathy amongst pupils.
- A solution focused approach to the situation.
- To provide opportunities for pupils to take responsibility.
- Regular meetings of the group.
- Regular meetings with the bullied pupil to assess ongoing effectiveness of agreed actions.
- To ensure regular feedback is given on agreed actions.

Level 3 Interventions - Complex Bullying Behaviour

Interventions at Level 3 will often involve the Pastoral Coordinator Miss Joyce, SENCO Mrs Darragh, and other members of SMT, in collaboration with pupil(s) and parents to determine the way forward in affecting change.

St. Bride's Primary School may use their individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all. This planning may occur through a multi-agency discussion, involving EA Services and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently, interventions may require one-to-one meetings, small group work and whole class involvement. These will often require group interventions as discussed in Level 2 (see Support Group Method, p30 NAIBF) along with individual support and strength building programmes.

Level 4 Interventions - High Risk Bullying Behaviour

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier interventions in St. Bride's and have now been assessed as high risk.

Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the St. Bride's Primary School Safeguarding and Child Protection procedures will need to be invoked. Advice and support will be sought from the Child Protection Support Service for Schools.

In addition to safeguarding procedures and practices including referral to external support services, the St. Bride's Primary School's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.

Appendix 4: Bullying Behaviours and Interventions in St. Bride's Primary School

Level One Interventions: Low Level Bullying Behaviours Years 1-2

Every bullying incident is individually assessed and an intervention chosen which best meets the individual pupil's needs. Interventions at Level 1 are to help pupils recognise & reflect on their unacceptable behaviour and to get them back on track while listening to and supporting the pupil experiencing bullying behaviour. Never ignore low-level bullying behaviour.

Examples of Low level bullying behaviours	Examples of interventions for low level bullying behaviours
P1: - Name calling - Mocking peers/making fun - Unpleasantly commenting on another child's appearance, lunch, work etc.	- Circle time - Shared Controlled discussion (see NIABF Booklet p 23) - Rule Reminder and Rights Respecting Script (see NIABF Booklet p 20) - Small group discussions - Social stories - 1:1 informal chats - PDMU lessons - Buddy stop/system (for chn both displaying and experiencing bullying behaviours.) - Worry box??? - Regular monitoring and review of situation
P2: - Name calling - Leaving someone out - High frequency (often) annoying behaviours - Taking/hiding others possessions - Physically hitting, pushing etc. - Lying to get another in trouble- telling tales	- Rule Reminder and Rights Respecting Script (see NIABF Booklet p 20) - Shared Controlled discussion Script (see NIABF Booklet p 23) - Restorative questioning - Social stories and role play - PDMU and circle time - Expectation Discussion - Support signal for child experiencing bullying behaviour to alert teacher. - Worry box.

Level Two Interventions: Intermediate Level Bullying Behaviours Year 1-2 in St. Bride's Primary School.

While interventions at level 2 involve continuing with the above, there is a shift from individual support to group interventions.

Examples of intermediate level bullying behaviours	Examples of interventions for intermediate level bullying behaviours
P1: - persistent name calling - Omission (playground, structured play etc.) - Physically hurting e.g.: pushing someone, spitting, hitting, kicking, biting etc. - Threatening behaviour - Stealing another child's possessions e.g. money, show and tell etc.	All level one interventions plus - Regular monitoring and reviews of situation.
P2: - More severe physical violence e.g. punching - Stealing - More targeted name calling- more serious - Racism	- Think time discussion sheet adapted to age appropriate level - Support group method in conjunction with KS co-ordinator, VP or SENCO. - Expectation Discussion - Behaviour Support Plan/Positive Behaviour Chart

Level One Interventions- Low Level Bullying Behaviours Years 3 & 4 in St. Bride's Primary School.

Every bullying incident is individually assessed and an intervention chosen which best meets the individual pupil's needs. Interventions at Level 1 are to help pupils recognise & reflect on their unacceptable behaviour and to get them back on track while listening to and supporting the pupil experiencing bullying behaviour. Never ignore low-level bullying behaviour.

Examples of Low level bullying behaviours	Examples of interventions for low level bullying behaviours
P3: - Pulling jumpers - Telling tales - Play time exclusion - Name calling - Hitting/kicking	- Circle time - Discuss good/bad/right/wrong choices - Rule Reminder and Rights Respecting Script - Shared Controlled discussion – - 3 step apology e.g.: I am sorry for… Next time I will. - Speak to both children individually. - Reassurance that telling the truth is a good step.
P4: - Rule breaking in a game to disadvantage another child. E.g. you are it (to the same child). - Name calling - Tripping, pushing, standing on toes - Pushing in, in the line. - Omission	- Buddy system - Rule Reminder and Rights Respecting Script ((NABF Booklet p20) - Shared Controlled discussion ((NABF Booklet p23) - Adult reinforce/remind game rules - Time out - PDMU, circle time, worry box, Anti-bullying Charter reminder, Buddy System, alert playground supervisors - Traffic lights - Adult supervision and interventions at line up time - Rule reminder sent home. - Consequences

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Level Two Interventions- Intermediate Level Bullying Behaviours Year 3-4 in St. Bride's Primary School.

While interventions at level 2 involve continuing with the above, there is a shift from individual support to group interventions.

Examples of intermediate level bullying behaviours	Examples of interventions for intermediate level bullying behaviours
P3: - Spitting - More serious physical acts - Threat of exclusion from parties /play dates - Destroying a child's property. - Passing a comment about body size, skin colour etc.	- Circle time - Missing start of play time - Buddy support - Encouraging a child to use their voice - Whole class discussion that this behaviour will not be happening "in my classroom." - Check in on a daily basis.
P4: -Targeted coughing, spitting, peeing. - Threatening Behaviour, verbal or physical. - Taking another child's lunch/break or equipment regularly.	- Rule reminder/sanctions. Contact KS co-ordinator and parent. Monitor- feedback- check in. Restorative discussion 1:1. PDMU. - Monitoring/Checking to track appropriate behaviour. Consequences/sanctions. Inform parent and KS co-ord. PDMU www.ccea.org.uk/ - Rule reminders, sanctions, consultation and review with parents/KS Co-ordinator, SENCO and outside agency

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Level One Interventions- Low Level Bullying Behaviours Years 5-7 in St. Bride's Primary School.

Every bullying incident is individually assessed and an intervention chosen which best meets the individual pupil's needs. Interventions at Level 1 are to help pupils recognise & reflect on their unacceptable behaviour and to get them back on track while listening to and supporting the pupil experiencing bullying behaviour. Never ignore low-level bullying behaviour.

Examples of Low level bullying behaviours	Examples of Year 1 interventions for low level bullying behaviours
Unkind/ cruel remarks e.g. regarding appearance, name calling (gay), body parts	Quality talk time with the pupils, as close to the time of the incident as possible, involved using restorative questions (School designed restorative questions)
Rough play/ inappropriate games	Whole class approach such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way to enable views to be acknowledged, respected and valued. The specific incident does not need to be mentioned.
Continued rough play directed at one person	
Pushing and tugging of jumpers	Rule Reminder Script (Page 20 NAIBF)
Pushing and shoving in the line	Expectation Discussion (behave properly & taking responsibility for their behaviour) (Page 20)
Not sharing at a table with a certain person	Buddy system
	Think Time Discussion Sheet (Worth a re-think Page 22 NAIBF)
Whispering about another child	
Making fun of test scores/ academic ability	PDMU lesson on feelings
	Social stories to present appropriate behaviours in the form of a story.
Someone always mange to play a certain role e.g. always 'it' in tip	Follow up/ watch in brief
	Reflection time for child – Script: *'Thank you for telling me the truth…'*
Omissions- leaving people out of games	Time out of play
Labelling individuals e.g. she always lies…don't believe her	Positively reinforcing appropriate behaviour of child displaying bullying behaviour
Unkind off the cuff remarks	Touch base with both parties at a later date (monitor and review by class teacher)
Any action which could cause embarrassment in front of peers	Pupil notes - Written recollection/ reflection sheets – Pupil voice
	Teachers keep notes which can be useful if the situation escalates and when talking to the parents

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Level Two Interventions- Intermediate Level Bullying Behaviours Year 5-7 in St. Bride's Primary School.

While interventions at level 2 involve continuing with the above, there is a shift from individual support to group interventions.

Examples of intermediate level bullying behaviours	Examples of interventions for intermediate level bullying behaviours
Omissions Continual omissions in playground games and class activities Condescending body language and looks in the playground setting Inappropriate mean notes, messages including online activity **Physical** Physical aggression towards another pupil Physical rough play in yard and swimming pool Continual hiding/ stealing of another pupil's possessions **Emotional** Controlling behaviour. For example; *'You have to play with me and not…'*	Modelling good behaviour Rule reminder (Script Page 20 NAIBF) Expectation Discussion (Script Page 20 NIABF) Social stories to present appropriate behaviours in the form of a story. Buddy system Circle time Think Time Discussion Sheet (Designed in house) Small group intervention Sanctions – time out at break- golden time (not the whole time) Apology notes Teach strategies to reduce aggression Provide space for the pupil to calm down- space and time to regain control Parents informed Change seating Spoken to by the Principal or Vice Principal Use of rolling time table in consultation with the principal