

Carr Primary School

Anti-Bullying Policy



From small beginnings come great things

2023

1. Introduction and Statement

The pastoral care of our children is central to the aims, ethos and teaching programmes in Carr Primary School and we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

At Carr Primary School we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment.

It is reasonable to expect that all reports of bullying will be treated seriously and dealt with calmly. It is unreasonable to expect any school to be free of bullying, or that teachers will be able to stop every single episode of bullying as soon as it is revealed. Coping with persistent bullying demands a consistent long-term approach.

This policy aims to set out the approach to bullying that will be taken at Carr Primary School. It is an integral part of a whole school approach. The Anti-Bullying policy is part of a suite of Pastoral Care policies and should be read in conjunction with the Positive Behaviour Policy.

2. Context

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

The Legislative Context:

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

The Policy & Guidance Context

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

The International Context

- [United Nations Convention on the Rights of the Child \(UNCRC\)](#)

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

This act places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.

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

- 'Safeguard and promote the welfare of registered pupils'

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
- Be protected from discrimination
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously
- Education

The Board of Governors will follow the guidelines from the "The Addressing Bullying in Schools Act (Northern Ireland) 2016":

(1) The Board of Governors must:

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

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

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

(ii) while travelling to or from the school during the school term;

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

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

(c) review those measures at intervals of no more than 4 years;

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

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

and will require the Principal of the school to record all incidents of bullying behaviour and alleged bullying incidents.

3. Ethos and Principles

At Carr Primary School,

- * 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 children and young people, we will actively seek these views and we will respect and take them into account; and
- * we understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

4. Consultation and Participation

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

At Carr Primary School, we consulted with pupils through:

- * Class-based activities
- * Whole school questionnaires distributed to all pupils
- * Creation of a reference group of pupils, i.e. the School Committee

At Carr Primary School, we consulted with parents/carers through:

- * Information videos and leaflets for parents/carers via the School Website
- * Questionnaires distributed to all parents/carers
- * Engagement with parent groups, i.e. PTA and Parent Forum

At Carr Primary School, we also consulted with members of the school community via a Survey for all Staff, both Teaching and Non-Teaching.

5. What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition for bullying. This legal definition is:

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.

For ease of understanding, the following statement will be used at Carr Primary School to reflect the legal definition:

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

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

✳ **Verbal or written acts**, for example:

- 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**, for example:

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

✳ **Omission (Exclusion)**, for example:

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

✳ **Electronic Acts**, for example:

- 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 (eg. photographs or videos) online to embarrass someone

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.

It must be stressed that ***the list above is not exhaustive*** and that any other behaviours which fit with the definition may be considered bullying behaviour.

While bullying is usually repeated behaviour, there are instances of one-off incidents that Carr Primary School will consider as bullying.

When assessing a one-off incident, to make a decision on whether to classify it as bullying, Carr Primary 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

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

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child by describing the situation surrounding that child, for example:

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

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

At Carr Primary School, we understand that the 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

All forms of bullying, including cyber-bullying, can be damaging. Remember, what one person may think is just a joke, may be very upsetting for someone else.

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- * is unwilling to go to school
- * feels ill in the morning
- * begins to do poorly in school work
- * comes home with clothes torn or books damaged or has possessions which are damaged or "go missing"

- * becomes withdrawn, anxious, or lacking in confidence
- * starts stammering
- * stops eating

- * becomes easily distressed
- * cries themselves to sleep at night or has nightmares
- * starts bedwetting
- * attempts or threatens suicide or runs away

- * becomes aggressive, disruptive or unreasonable
- * is bullying other children or siblings

- * has unexplained cuts or bruises

- * is frightened or reluctant to say what's wrong

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

6. Preventative Measures

All staff should be aware of the problem of bullying and of their role in cultivating a climate where bullying will not be tolerated by onlooking children. To this end a number of preventative initiatives are employed by the school to prevent bullying, highlight the seriousness of bullying and promote positive behaviours.

Examples of the key actions include:

- * Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
 - At the start of every new term, teachers will discuss school rules and the pupil contract. All pupils will be asked to sign the contract witnessed by their parent/guardian;
 - At the start of the school year, teachers will discuss and devise an agreed set of classroom rules, including reward and sanctions

- * Promotion of anti-bullying messages through the curriculum, for example, inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
 - Posters designed to encourage positive behaviour and prevent bullying will be displayed around the school and pupils will be introduced to the Designated and Deputy Designated teachers
 - Pupil of the Week and Playground Points initiatives

- * Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU
 - Additionally, circle time, assemblies, RE topics, Behaviour Plans and Rules and Rewards will support this throughout the school year

- * Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity

- * Through the preventative curriculum we will actively promote positive emotional health and wellbeing, for example,
 - through REACH support programmes,
 - use of mindfulness and breathing techniques through the Take Ten app
 - opportunities for pupils to understand positive and healthy relationships will be developed during Friendship Week
 - Outdoor Learning opportunities to support emotional and physical wellbeing

- * Participation in annual Anti-Bullying Week activities
 - A special assembly will be held to highlight the seriousness of bullying
 - Follow up activities will be carried out in class to reinforce the issues raised and promote further discussion
 - Pupils and parents signing a pledge to adhere to anti-bullying conduct

- * Engagement in key national and regional campaigns, including Safer Internet Day
 - Pupils will be reminded of the appropriate use of mobile phones/tablet technology in school
 - Teachers will discuss with their pupils the protocol to be observed when accessing the Internet in school
 - Parents will be asked to sign an agreement about the safe and appropriate use of the Internet in schools

- * Development of peer-led systems, for example the Committee, to support the delivery and promotion of key anti-bullying messaging within the school
- * Development of effective strategies for playground management
 - Completion of the TOPS accreditation award which includes training for teachers and supervisors, zoning of playgrounds, inclusion of specific resources and the provision of a variety of play option to meet the needs of all pupils
 - Playground Pals is implemented in the playground at break and lunchtime to encourage positive play with the outdoor equipment provided.
- * Development of effective strategies for the management of unstructured times (e.g. break time, lunch)
- * Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. Activities available at Carr Primary School include,

| | | |
|-------------------|-------------------|-------------|
| - Gymnastics | - Football | - Nerf Club |
| - Dodgeball | - Tennis | - ECO Club |
| - Arts and Crafts | - Drama and Dance | |
| - Yoga | - Choir | - LEGO Club |

Under the Addressing Bullying in Schools Act (NI), 2016, it is necessary for schools to state within the policy the preventative measures put in place to prevent bullying behaviour on the way to and from school.

In Carr Primary School, our children travel to school with their own parent/carer and are dropped off in the school car park. We do not have children travelling by bus or train, however, should this arise we will amend our policy in line with this. As is stands, we will use the following measures to support the development of an anti-bullying culture beyond the school gates, including:

- * Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community.
- * Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (eg. local shops, cafes, service providers, residents, etc), including information on how to raise any concerns with the school

The new legislation also gives Carr Primary School the authority to 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.

Therefore, we will aim to 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. This will include:

- * Addressing key themes of online behaviour and risk through PDMU, including understanding how to respond to harm and the consequences of inappropriate use
- * Participation in Anti-Bullying Week activities
- * Engagement with key statutory and voluntary sector agencies (e.g. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages

- * Participation in annual Safer Internet Day and promotion of key messages throughout the year
- * Development and implementation of robust and appropriate policies in related areas

Given that technology is constantly changing and developing, it will be important that Carr Primary School and the Board of Governors monitor all related policies regularly and make changes when necessary.

7. Responsibility

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Bullying is not the child experiencing bullying behaviour's fault.

Bullying can have many effects on an individual including:

- *Impacting upon a child's confidence and self-esteem*
- *Being frightening or demoralising*

Pupils who are displaying bullying behaviour need to be provided with opportunities to learn different ways of behaving.

Modern research shows that bullying is more pervasive than schools had previously thought and that it is unwise for any school to imagine that such behaviour may not be active within its doors. Carr Primary School is pro-active in addressing bullying and implementing the anti-bullying policy.

Everyone has responsibility for creating a safe and supportive learning environment for all members of the school communities.

Everyone in the school community, including pupils, their parents/carers and the staff of the school 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 being bullied, unless it is unsafe to do so.
- * report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- * emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
- * explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.

- * listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- * know how to seek support – internal and external
- * resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

Carr Primary School should:

- Ensure the Anti-Bullying Policy is accessible to all staff, pupils and parents
- Display relevant Childline and NSPCC posters and information on who pupils can talk to in school

Carr Primary School staff should:

- Recognise and reward good behaviour
- Actively support the school's Anti-Bullying policy
- Be vigilant to the possibility of bullying occurring
- Take all reports of bullying seriously: listen to the child/parent carefully, establish the facts, monitor any situations and provide feedback to parents and relevant members of staff
- In the case of cyber-bullying, consult the School's Internet Safety policy
- Seek support and advice from the Designated and Deputy Designated teachers (Mrs Stevenson and Mrs Bryans) and the Principal (Mrs Bryans)
- Involve outside agencies for support and advice where appropriate

In all situations, regardless of the form of bullying occurring, staff should attempt to keep the teacher/pupil's self-esteem intact.

Pupils should:

- Act in a respectful and supportive manner to fellow pupils. Be aware that respect should be shown to all adults and children and that sanctions will be imposed for those who do not adhere to this
- Work together, be tolerant of others' ideas, trust others and be more willing to listen to ensure that they feel safe and accepted for who they are
- Refer to the School Positive Behaviour Contract and Anti-Bullying pledge
- Report all incidents of bullying
- Refrain from becoming involved in any kind of bullying, even at the risk of becoming temporarily unpopular
- Be aware of the dangers of cyber-bullying and the incorrect use of mobile phones

Parents should:

- Actively support the school's Anti-Bullying policy
- Stress to children the importance of positive behaviour – refer to the Positive Behaviour policy
- Advise children not to retaliate physically and/or verbally. Parents should encourage their child to 'Run, Yell, Tell'
- Report concerns to the class teacher or inform the school of any suspected incidents of bullying, even if their own child is not involved

- Work in partnership with the school, giving the school reasonable time to deal with the incident
- Understand that ongoing issues or difficulties experienced outside school or within the community are beyond the jurisdiction of the school

However, we recognise that bullying is an issue that affects every school and indeed every community of people at some time. Unfortunately, it will exist despite our rigorous supervision, anti-bullying messages and preventative action. As a parent you may feel:

- angry at the bully or the school and
- frustrated about the problem.

Schools have a responsibility to respond promptly and effectively to issues of bullying. We fully accept our duty of care to protect our children within the social, legal and educational context of our responsibilities and the Board of Governors and staff of Carr Primary School are committed to an Anti-Bullying Policy that contains guidelines and measures that will contribute to us creating a whole school approach to this issue.

We want you to know that we will actively:

- promote positive relationships at all levels within our school;
- teach anti-bullying messages in all our classrooms; and
- work consistently with you to address any incidents of bullying that do arise

8. Reporting a Concern

Pupils Reporting a Concern

Children need to be given advice and strategies as to how to recognise bullying, how to avoid being bullied and how to respond to being bullied. To that end we communicate the following. If you are being bullied:

- **GET HELP:** from your parent, your teacher, your friend

Children are also told that if they see anyone else being bullied at school they should always **GET HELP.**

Carr Primary School recognises the seriousness of bullying and always seeks to **LISTEN** and **RESPOND** to concerns raised by parents, children, teachers, support staff and others about bullying.

Children and young people have told NIABF that when they have a concern about a potential bullying situation, they would like the opportunity to discuss this with a member of staff that they trust. This may not be the child's classroom teacher or the Designated Teachers for Child Protection. Therefore, at Carr Primary School, children are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff.

Procedure

1. In the first instance any bullying/perceived bullying incidents should be reported to the class teacher. This report may be made by:
 - a pupil or a group of pupils
 - parents
 - Classroom Assistants and Supervisory Assistants who may have relevant information regarding potential bullying

Children can report bullying concerns, including:

- * Verbally- talking to a member of staff
- * By writing a note to a member of staff (eg. in a homework diary)
- * By sending an email to a member of staff or to a dedicated email address
- * By posting a comment in a 'worry monster'

The class teacher should **take any bullying reports seriously**.

2. The class teacher will speak to the child/children, **listen** to the report carefully **and reassure** that appropriate action will be taken.
3. The class teacher will then investigate the incident to **establish the facts**. This may involve speaking to all concerned, allowing the children to make positive contributions whilst encouraging the children to take personal responsibility for their actions.
4. The class teacher will **record the relevant factual information**.
5. The class teacher will complete the Bullying Concern Assessment Form – Part 1. This information will then be forwarded immediately to the Principal and Designated Teacher who will work with the classroom teacher to determine whether the criteria has been met and a bullying behaviour has occurred.

If the **criteria has been met**, then the Bullying Incident will be dealt with in line with the **Anti-Bullying policy**.

If the **criteria has not been met** and a bullying behaviour has not occurred, then the incident will be dealt with in line with the **Positive Behaviour Policy**.

6. The Designated Teacher or Principal will **inform parents and relevant members of staff** if further action is necessary.

Working with the pupils concerned, the class teacher, Designated Teacher and/ or Principal will devise a plan for the resolution of conflict. Parts 2 and 3 of the Bullying Incident Concern Form will be completed.

An attempt will be made to help the child displaying bullying behaviour to change their behaviour. This will include targets for acceptable behaviour as stated in the school's Positive Behaviour policy.

The behaviour of the child who was displaying bullying behaviour will be monitored until all concerned are satisfied that the problem has stopped.

7. A **written record of the incident, investigation and outcomes** will be made and a copy **held in the Anti-Bullying file and on SIMs Behaviour Management Module**. The contents of this file will be confidential and will be stored securely.

8. The situation will be **monitored and formally reviewed** one month after the initial report. At this stage, Part 4 of the Bullying Concern Assessment Form will be completed and further action considered if appropriate.

Parents/Carers Reporting a Concern

It is the responsibility of the parent/carer to raise concerns about alleged bullying behaviour with the school at the earliest opportunity.

We ask parents to support the school in reminding their child to react appropriately to bullying behaviour and to not do anything the retaliate or 'hit back'.

Procedure

1. In the first instance, all bullying concerns should be reported to the Class Teacher.
2. Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal.

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.

A copy of the Schools Complaint Policy is available on the school website and a printed copy can be provided on request.

Other Adults Reporting a Concern

Whilst the majority of reports of bullying concerns will come from children and their parents/carers, Carr Primary School is 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, **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. Responding to a Bullying Concern

The processes outlined below provide a framework for how the school will respond to any bullying concerns identified.

Using the NIABF Effective Responses to Bullying Behaviour resource, the Principal (Mrs Bryans), the Designated Teacher (Mrs Stevenson) and the class teacher will work together to,

- * Clarify facts and perceptions
- * Check records (SIMS and Behaviour Management Reports)
- * Assess the incident against the criteria for bullying behaviour
- * Identify any themes or motivating factors

- * Identify the type of bullying behaviour being displayed
- * Identify intervention level
- * Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource
- * Track, monitor and record effectiveness of interventions
- * Review outcome of interventions
- * Select and implement further intentions as necessary

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

Any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

10. Recording

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

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

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

Department of Education guidance to schools encourages the use of the SIMS Behaviour Management Module for record keeping which is part of the C2K system in schools.

Carr Primary School will maintain a confidential record of all incidents of bullying and alleged bullying behaviour,

- * Digitally, using the SIMs Behaviour Management Module
- * In hard copy, using the Anti-Bullying file kept in a locked filing cabinet accessed only by the Principal and Designated Teacher

Access to all records will be restricted and only provided to those members of 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

The Principal and Designated Teacher will be responsible for keeping staff aware of any new developments. They will also arrange training for staff on a regular basis. New members of staff will receive induction training in which they will be made aware of the Anti-Bullying Policy and Procedures. Furthermore, Carr will

- * ensure that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
- * note the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
- * ensure that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
- * state that CPD records will be kept and updated regularly

12. 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.

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

Under the Anti-Bullying in Schools Act (NI), it is a legal requirement that the Anti-Bullying Policy be reviewed at intervals of no more than four years.

However, the policy should be reviewed

- * following any incident which highlight the need for such a review
- * 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 June 2025.

13. Links to Other Policies

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:

- * Positive Behaviour Policy
- * Pastoral Care Policy
- * Safeguarding and Child Protection Policy
- * Special Educational Needs Policy
- * Health and Safety Policy
- * Relationships and Sexuality Education
- * E-Safety Policy & Acceptable Use of Internet Policy

- * Mobile Phone Policy
- * Educational Visits
- * Staff Code of Conduct

Policy Agreed by the Board of Governors

(Chair of the Board of Governors)

June 2023

Review Date: June 2025 or at such times as new guidance becomes available or relevant legislation is passed.

Annex 1: Bullying Concern Assessment Form

Bullying Concern Assessment Form

Incident Date:

| Pupils Involved | Role | Incident Date | Gender | DOB | Year and Reg |
|-----------------|------|---------------|--------|-----|--------------|
| | | | | | |
| | | | | | |

| Incident | Comments |
|------------------|----------|
| Bullying Concern | |

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 | DOB/Year Group |
|---|---------|--------|----------------|
| Person(s) reporting concern | | | |
| Name of pupil(s) experiencing alleged bullying behaviour | | | |
| Name of Pupil(s) demonstrating alleged bullying behaviour | | | |
| Check records for previously recorded incidents | | | |

Bullying Concern Assessment Form

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

| Date | Information gathered | Location (stored) |
|------|----------------------|-------------------|
| | | |
| | | |

Bullying Concern Assessment Form

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

One-off Incident

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

| | |
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| <p>YES the above criteria have been met and bullying behaviour has occurred.</p> | <p>NO the above criterial have not been met and bullying behaviour has not occurred.</p> |
| <p>The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form</p> | <p>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 .</p> |

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| <p>Agreed by _____</p> <p>Status _____</p> <p>On ___/___/___</p> |
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