



Anti-Bullying Policy June 2021

Section 1 – Introduction and Statement

At Rosetta 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.

Context

This policy has been developed in line with the following legislation, policies and guidance documents.

Section 2- Context

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 \(UNCRC\)](#)

The key points to note are:

- * The Addressing Bullying in Schools Act (Northern Ireland) 2016:
 - Provides a legal definition of bullying.
 - Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
 - Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
 - Sets out under which circumstances this policy should be applied, namely:
 - ! In school, during the school day
 - ! While travelling to and from school
 - ! When under control of school staff, but away from school (eg. school trip)
 - ! When receiving education organised by school but happening elsewhere (eg. in another school in the ALC)
 - Requires that the policy be updated at least every four years.
 - * The Education and Libraries Order (NI) 2003, requires the Board of Governors to:
 - 'Safeguard and promote the welfare of registered pupils' (A.17)
 - * The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:
 - Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
 - Be protected from discrimination. (A.2)
 - Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
 - Education. (A.28)
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Section 3

Ethos and Principles

Our motto is 'Nurturing and inspiring every child towards success.' We seek to do this by

- Committing to a society where children and young people can live free and safe from bullying
- Seeking to make our school a place where bullying is unacceptable and where every child feels safe from bullying
- Celebrating the diversity within our school
- Promoting the value of respect – for self, others and our environment
- Committing to a preventative, responsive and restorative anti-bullying ethos in our school
- Seeking the views of our pupils, respecting them and acting upon them.

Everyone in our school community has a part to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Rosetta PS is proud of its caring ethos, and strongly believes that happy children learn more. We aim to provide a safe, supportive and happy environment for all members of the school community, children and adults, which enables everyone to achieve their potential. We believe all forms of bullying behaviour are unacceptable. We aim to prevent bullying; by encouraging everyone to

recognise and Rosetta celebrate their strengths and abilities, and respect one another's differences. Respect is a core value of our school and children are taught to respect themselves, respect others and respect their environment.

Section 4

Consultation and Participation

In line with the Addressing Bullying in School Act (NI) 2016, P4-7 pupils were consulted by surveys carried out by the Principal, parents were asked their opinion by online questionnaire, and this document was shared with parents and teachers for feedback before being adopted by the governors.

Teachers' and classroom assistants' views were sought in conversation and by questionnaire.

Section 5

What is Bullying?

Definitions of bullying

The Addressing Bullying in Schools act (NI) 2016 defines bullying as:

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 these, by a pupil or group of pupils against another pupil, 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

The NI Anti-Bullying Forum defines bullying as, 'The repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights or needs of another or others.'

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.

Bullying behaviour usually has the following four features:

- It is repetitive and persistent
- It is intentionally harmful
- It involves an imbalance of power, leaving someone feeling helpless to prevent or end the behaviour
- It causes distress

In child friendly language, bullying is

- A person, or people keeping on doing nasty or unkind things, even when you have told them to STOP!
- Something done on purpose, more than once.

While bullying is usually repeated, school may regard a one-off instance as bullying. When making a decision as to whether an incident constitutes bullying or not, school will consider the following criteria:

- The severity and significance of the incident
 - Evidence of pre-meditation
 - The impact on the incident on individuals (physical/emotional)
 - The impact of the incident on the wider school community
 - The previous relationships between those involved
 - Any previous incidents involving the individuals
- Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.

The following is a list of unacceptable behaviours when repeated, targeted and intentionally hurtful, may be considered as bullying behaviours (this list is not exhaustive)

* **Verbal or written acts**

- *saying mean and hurtful things to, or about, others*
- *making fun of others*
- *calling another pupil mean and hurtful names*
- *telling lies or spread false rumours about others*
- *try to make other pupils dislike another pupil/s*

* **Physical acts**

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

* **Omission (Exclusion)**

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

* **Electronic Acts**

- *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 child friendly language, displaying bullying behaviour using electronic acts is

- ‘Any form of bullying that takes place on line or through your mobile phone.’

The reasons for bullying are varied, but may include

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.

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.

As per 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.

Section 6

Preventative Measures

At Rosetta, we work together to create an anti-bullying environment within our school. It is our aim to create a school climate in which bullying is less likely to occur. We use a range of strategies to promote this, including:

- * Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- * Fostering strong home-school links, with a shared understanding of what constitutes bullying
- * Clear expectations of good behaviour, set out in class rules.

- * Recognition of, and reward for good behaviour
- * 'Star of the Week'
- * Promotion of anti-bullying messages through the curriculum eg. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
- * Addressing issues such as the various forms of bullying, including the how and why it can happen, through Circle time and PDMU. Children will be encouraged to consider the reasons for bullying, using age appropriate language.
- * Through the preventative curriculum actively promote positive emotional health and wellbeing (eg. mindfulness training)
- * Participation in the NIABF annual Anti-Bullying Week activities
- * Engagement in key national and regional campaigns, eg Safer Internet Day,
- * Development of peer-led systems (eg. School Council) to support the delivery and promotion of key anti-bullying messaging within the school
- * Development of effective strategies for playground management, eg. training for supervisors, and provision of a variety of play option to meet the needs of all pupils.
- * Buddy system for P1 and P7 children (Covid permitting)
- * Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- * Development of effective strategies for the management of unstructured times (eg. break time, lunch)
- * Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks e.g after school activities.
- * 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.
- * Children are dismissed by a teacher at the end of the school day, and reminded of the high expectations of good behaviour both inside and outside of school.

Rosetta PS will 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. Children will consider the impact of online bullying and be encouraged to make use of the internet in a safe, responsible and respectful way by

- * 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 (eg. 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 (eg. Acceptable Use of the Internet Policy, Filtering and Blocking Policy, Mobile Phone Policy, Connected Devices Policy, etc.)

Given that technology is constantly changing and developing, school will make every effort to keep abreast of developments and respond appropriately.

Section 7 – Responsibility

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 is 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

Responsibilities of the School

- to provide an environment where everyone feels safe
- to take all reports of bullying seriously
- to encourage pupils to tell a member of staff their concerns so any incidents can be dealt with quickly
- to listen to all sides
- to teach children how to communicate effectively and safely if a behaviour is distressing them.

Responsibilities of pupils

- to treat everyone with respect
- to avoid any behaviour which could be considered bullying (*to consider how others may perceive their behaviour?*)
- to tell a member of staff, or their parents if something is wrong

Responsibilities of parents

- to discourage any bullying type behaviour
- to discourage retaliatory behaviour, which may itself warrant sanction
- to inform school if they suspect bullying is taking place
- to resolve issues which occur outside of school, to prevent them becoming issues within school
- to co-operate with the school, if their children are accused of bullying, or they are making an allegation of bullying; to try to ascertain the truth, and point out the implications of bullying, both for the children who are being bullied and for those who are bullying others

Procedures for Dealing with Incidents of Bullying Behaviour

Pupils Reporting a Concern

All pupils will be encouraged to seek help from an adult they trust in school. In the first instance they should report a problem to the member of staff able to help quickly, e.g. teacher or classroom assistant on duty. However, it is important that children can talk to someone they believe can help.

Children can report bullying concerns verbally, or by sending the teacher an email. Children will be encouraged to seek help for themselves, or for anyone about whom they are concerned.

An initial concern form will be completed as soon as an incident of bullying is reported. All relevant details and dates are to be noted. The incident will be investigated by the class teacher initially and may be discussed by the Safeguarding Team. We endeavour to ensure the bullying behaviour ceases and amends are made, rather than apportion blame. *The child/children who are found to be bullying will be encouraged to reflect on their behaviour, using a restorative approach, and may face appropriate sanctions, consistent with our Positive Behaviour Management Policy.*

If appropriate, the situation will be monitored using the 3-2-1 procedure

- Week 1

The child being supported will be consulted on Monday, Wednesday and Friday (3 occasions) and given the opportunity to express any concerns.

- Week 2

The child being supported will be consulted on Tuesday and Thursday (2 occasions) and given the opportunity to express any concerns.

- Week 3

The child being supported will be consulted on Friday (1 occasion) and given the opportunity to express and concerns.

If the problem appears to have been resolved the teacher will file the report.

If the problem remains unresolved it will be discussed by the Safeguarding Team and a subsequent course of action will be decided upon.

The parents of both/ all children will be contacted by the Principal, Vice-Principal, Designated or Deputy Designated Teacher if the initial investigation has shown there to have been behaviour which is deemed to have bullying characteristics. They will be kept informed when bullying is being dealt with.

Parents Carers Reporting a Concern

Children are encouraged to report any concern immediately, so that remedial action can be taken if necessary. However, if the child has talked to their parent/carer about an incident of bullying behaviour, it is important that parents raise this with school at the earliest opportunity. Parents should be reassure their child, and encourage them to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

- * In the first instance, all bullying concerns should be reported to the Class Teacher. Parents can directly contact their child's teacher by email, and detail their concern or ask for the teacher to phone them. Parents may also phone the Office (028 90491650) and ask that the teacher rings them.
- * Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Vice-Principal, Mr Simon Melville (smelville939@c2ken.net) (Nursery – P4) or Mr Colin Fenton (cfenton336@c2ken.net) (P5-7)
- * Where the parent is not satisfied that appropriate action has been taken by the Vice-Principal, and/ or Head of Key Stage, to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal. (tcrawford036@c2ken.net)

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. The school's Complaints Policy is available on the school website, (www.rosettaps.co.uk) or a hard copy can be obtained on request from the school office.

Rosetta PS will investigate all concerns of bullying behaviour received 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.

Section 9 – Responding to a Bullying Concern

It is the intention that any intervention will restore the wellbeing of those affected by and/or involved in bullying behaviour. Interventions are also designed to prevent any further incidents of bullying behaviour.

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

SANCTION OR RESTORATIVE? COMBINED

In the first instance, the member of staff responding will

- * Clarify facts and perceptions
- * Check any records held
- * Assess the incident against the criteria for bullying behaviour

If, on the basis of information gathered the criteria for bullying has NOT been met, the behaviours will be dealt with under the school's Positive Behaviour Policy, and if appropriate, through the SEN Code of Practice and details recorded in SIMS Behaviour Management Module.

If, on the basis of information gathered the criteria for bullying HAS been met, the Code of Practice will be used to develop agreed action plans for BOTH targeted pupil/s and pupil/s displaying bullying behaviours.

Support details will be recorded on the Bullying Concern Assessment Form (Part3) SIMS Behaviour Management Module (BMM).

Interventions will be agreed for the all the pupils concerned, both the child/ren affected, and the child/ren displaying bullying behaviour. Staff will

- * *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*
- * *Track, monitor and record effectiveness of interventions*
- * *Review outcome of interventions*
- * *Select and implement further intentions as necessary*

NIABF advocates a restorative approach to responding to bullying behaviour. Interventions suggested in the Effective Responses to Bullying Behaviour resource focus on responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Schools using such an approach should state this within their anti-bullying policy.

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. These sanctions may include time out, temporary removal of privileges such as play times or participation in events and other sanctions in line with the school's Positive Behaviour Policy.

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

Section 10 – Recording

Schools have 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.

Where will records be kept?

Who will maintain?

For what purpose?

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.***

Any allegation of bullying behaviour recorded on Rosetta proforma (Appendix A) will initially be kept by the class teacher when investigation or interventions are ongoing. They will then be kept by the Principal for two years following the allegation/ incident and then destroyed.

Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged

bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

Section 11 – Professional Development of Staff

Rosetta Primary School recognises the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. It is committed to providing staff with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions, as resource and operational capacity allow. Governors will be informed of any training provided by EA. CPD records will be kept and updated regularly, and will be used for policy review.

Section 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***

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. It must also be reviewed when directed to by the Department of Education and in light of new guidance. As such, the policy should indicate a timeline for the review of policy, for example:

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

Section 12 – Links to Other Policies

The Anti-Bullying Policy forms part of the school's overall pastoral care policy. It links with the Child Protection/ Safeguarding Policy, detailing how children are protected from harm, and through the preventative curriculum, develop their own personal safety strategies.

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

- * ***Positive Behaviour 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***

Appendix 1 Dealing with bullying incidents in schools – Flowchart

Appendix 2 sample BCAF SIMS Record Bullying Concern Assessment Form

****COMPARE TO OLD FORM BELOW****

Rosetta Primary School - Report of Alleged Bullying

Name of child affected	
Teacher and Year Group	
Date of report	
Person making the complaint	

When did the incidents occur? (Dates and approximate times)
Where did the incidents occur?
What happened?

Action to be taken.

Signed:

_____ (Reportee)
_____ (Class Teacher)
_____ (Head of Key Stage/ VP/ Principal)

Where an allegation of bullying has been proven

Method of bullying:

Verbal or written/ Physical/ Omission/ Electronic

Motivation:

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

Outcome of interventions:

_____ (Class Teacher)

_____ (Head of Key Stage/ VP/ Principal)

Date: _____