

STRAIDBILLY PRIMARY SCHOOL



ANTI-BULLYING POLICY

Date Ratified by Board of Governors: October 2023

Date of Review: September 2027

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Section 1 – Introduction and Statement

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

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:
 1. In school, during the school day
 2. While travelling to and from school
 3. When under control of school staff, but away from school (e.g., school trip)
 4. When receiving education organised by school but happening elsewhere (e.g., 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:
 1. Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
 2. Be protected from discrimination. (A.2)
 3. Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
 4. Education. (A.28)
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Section 3 – Ethos & Principles

Our mission statement reads: '***A learning community, moving forward together, embracing the full potential of all pupils and staff.***' For this to happen, all children in Straidbilly must feel safe and happy in their learning environment. Bullying undermines this. Straidbilly Primary School is committed to the following principles:

- We are committed to upholding and promoting a Christian ethos that respects and values others.
 - 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 has equal value and worth.
 - 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.
 - 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.
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Section 4 – Consultation and Participation

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

Pupil Voice

Consultation took place through our School Council. All pupils completed an online survey.

Parent Voice

Parents & carers and staff were consulted by way of an online survey. The responses to this survey have helped formulate this policy.

Staff Voice/Stakeholders Voice

The school's safeguarding team drafted the revised policy which was then presented to all staff and discussed/amended during staff meeting. Staff members approved the policy before being ratified by governors.

Section 5 – What is Bullying?

How do we define bullying? **Addressing Bullying in Schools Acts 2016** provides a legal framework.

Addressing Bullying in Schools Definition of “bullying”:

(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.

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. ***There are instances of one-off incidents*** that the school will consider as bullying. 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.**

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

Examples of bullying behaviour

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

1. 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

2. Physical acts

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

3. Omission (Exclusion)

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

4. Electronic Acts (school premises)

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

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

Motivations

Straidbilly Primary School recognises that various motivations lie behind bullying, including those named in the Act. These include, but are not limited to:

- | | |
|-----------------------------------|-----------------------------|
| • Age | • Race |
| • Appearance | • Religion |
| • Breakdown in peer relationships | • Disability / SEN |
| • Community background | • Ability |
| • Political affiliation | • Looked After Child status |
| • Marital status | • Young Carer status |

When discussing bullying behaviours, the terms '**bully**' and '**victim**' should be avoided. Instead, we in Straidbilly Primary School will refer to the child describing the situation or surrounding that child, as:

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

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

*Emotional or psychological harm is defined within DE Guidance as intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem. Physical harm is defined as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

Section 6 – Preventative Measures

Straidbilly Primary School aims to promote a strong anti-bullying ethos within the school and the wider school community. The following are measures set to prevent bullying behaviour, as defined in the section above.

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- 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
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU
- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- Participation in Anti-Bullying Week activities
- Engagement in key national and regional campaigns (Safer Internet Day)
- Development of peer-led systems (e.g., School Council) to support the delivery and promotion of key anti-bullying messaging within the school
- Development of effective strategies for playground management, e.g., training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches, P7 buddies) and provision of a variety of play option to meet the needs of all pupils.
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- 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. For example: sporting activity, creative arts, leisure and games, etc.

Bullying behaviour while travelling to and from school

Parents/carers are responsible for ensuring their child behaves appropriately to and from school. While many of the measures outlined above support the development of an anti-bullying culture, there are several ways Straidbilly primary School use preventative measures to ensure children don't experience bullying behaviour while 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.
- Regular engagement with transport providers (e.g., Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst 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 gate/bus stops, where appropriate)

Online bullying

Parents/carers are responsible for monitoring their child's online activity. These include taking steps to prevent bullying through electronic communication. However, we as a school have the authority to take steps to prevent bullying by 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. Should an incident of online bullying be reported from a concerned parent, we will take steps to support the child. We will also 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 may include:

- Addressing key themes of online behaviour and risk through PDMU
- 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 (e.g., Acceptable Use of the Internet Policy, Filtering and Blocking Policy, Mobile Phone Policy, Connected Devices Policy, etc.)

Section 7 – Responsibility

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
-

Section 8 – Reporting a Bullying Concern

Pupils Reporting a Concern

It is important to note that ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Through the preventative work as previously listed, this message should focus on **‘getting help’** rather than **‘telling’**. As such, all pupils should be encouraged to ‘get help’ if they have a concern about bullying that they experience or is experienced by another pupil. Pupils can raise a concern with any member of staff, teaching or non-teaching. Pupils can report bullying concerns by:

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

Parents/Carers Reporting a Concern

Parents and carers must raise concerns about alleged bullying behaviour with the school at the **earliest opportunity**. Parents/carers must encourage their children to react appropriately to bullying behaviour and to not do anything that encourages ‘retaliating’.

The process of parents/carers reporting a bullying concern are as follows:

- In the first instance, all bullying concerns should be reported to the Class Teacher
- 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 (**Mr George**).

- Where the parent is not satisfied that appropriate action has been taken by the principal to prevent further incidents, or where further incidents have taken place, the school's complaints procedure should be followed. This involves making a formal, written complaint, to the **Chair of the Board of Governors**. Our complaints procedure can be found on our school website, under 'policies'. Please visit <https://www.straidbilly.co.uk/about-straidbilly/policies/>

While most reports of bullying concerns will come from pupils and their parents/carers, the school is open to receive 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.

Section 9 – Responding to a Bullying Concern

The processes outlined below provide a framework for how Straidbilly Primary School will respond to any bullying concerns identified.

Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible shall...

- Clarify facts and perceptions
- Check records (SIMS/BMM)
- 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.

As previously stated, no 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

The ***Addressing Bullying in Schools Act (NI) 2016***, requires Straidbilly 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.

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

Straidbilly Primary School will provide appropriate and adequate training for staff, including teaching and non-teaching school staff. This includes:

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

Section 12 – 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
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Section 13 – Monitoring and Review of Policy

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

- maintain a standing item on the agenda of each meeting of the Board where 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

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before ***[September 2027]***.

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			

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Name of Pupil(s) demonstrating alleged bullying behaviour			
Check records for previously recorded incidents			

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	

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

PART 2

2:1 Who was targeted by this behaviour?

Select one or more of the following:

- | | | |
|---|--|--|
| <input type="checkbox"/> Individual to individual 1:1 | <input type="checkbox"/> Individual to group | <input type="checkbox"/> Group to individual |
| <input type="checkbox"/> 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 (pregnancy, marital status, young carer status)
- ☐ Looked After Status (LAC)
- ☐ Peer Relationship Breakdown
- ☐ Disability (related to perceived or actual disability)
- ☐ Ability

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- ☐ Pregnancy
- ☐ Race
- ☐ Not known
- ☐ Other _____

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:**Pupil Name:****Year Group/Class:****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	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions**Pupil:****Parent/carers:****Other Agencies:**Continue to track interventions until an **agreed** satisfactory outcome has been achieved

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:						
Pupil Name:		Year Group/Class:				
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	Outcome of Intervention	Review
Record of participation in planning for interventions						
Pupil:						
Parent/carers:						
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:

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
- ☐ 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:

