



# Anti-Bullying Policy

March 2018

Review Date: March 2020

Chair of Board of Governors	Date
Principal	Date

*This policy will remain under review until the implementation of Anti-Bullying Legislation has been rolled out in full. Use of proformas will be for guidance purposes until this time.*

*We care ~ We share ~ We learn*

# *We care – We share – We learn*

Our vision is to enable independent and happy pupils to acquire a capacity for lifelong learning

in

a Christian atmosphere that translates into daily life

by

promoting a learning environment which motivates creativity and achievement in an atmosphere of respect and responsibility

while

highlighting and nurturing strengths and celebrating successes

through

fostering successful, productive and enjoyable partnerships:

within school,

between home and school,

and

with the community in which our school belongs

## Rationale

At New Row PS we are completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles by which we work and live. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

### **RATIONALE**

DE Circular 2003/13 and Article 19, The Education and Libraries (NI) Order 2003 outline the requirement for all schools to have measures in place to prevent all forms of bullying amongst pupils and determine policy details in consultation with staff and pupils.

Human rights issues as highlighted in 'Human Rights Awareness for School Managers' (Children's Law Centre booklet), and the most recent publication from Northern Ireland Anti-Bullying Forum (NIABF) 'Effective Responses to Bullying Behaviour' have shaped this updated policy.

### **Aims of this policy**

This policy aims to:-

- Create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour
- Promote a 'whole school' approach, where signs of bullying are identified and swift and effective action is taken
- Show commitment to overcoming bullying by practicing zero tolerance
- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- Ensure all school community, pupils and parents have an understanding of what bullying is, and what they should do if bullying arises
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment
- Assure pupils and parents that they will be supported when bullying is reported
- Assist in the provision of a positive and supportive atmosphere - for those affected by bullying behaviour and for those involved in bullying behaviour
- To develop procedures for noting and reporting incidents of bullying behaviour.

## **Definition of Bullying**

Following consultation with governors, staff, pupils and parents, the following definition of bullying has been agreed:

Bullying is a form of hurtful behaviour which is wilful, persistent and unprovoked. It involves actions which demean, belittle or take control over another person. It may take various forms, including physical, verbal, emotional and cyber bullying. It may be perpetrated by individuals or by groups of pupils.

### **Northern Ireland Anti Bullying Forum Definition of Bullying:**

NIABF defines bullying as the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.

To avoid labelling individuals we will strive to report situations as 'alleged bullying incidents' and perpetrators as 'displaying bullying behaviour'.

The term 'bullying behaviour' refers to a range of harmful behaviour, physical or psychological and usually has the following features

- It is repetitive and persistent.
- It is intentionally harmful.
- It involves an imbalance of power, leaving someone helpless to prevent it or stop it.
- It causes distress.

## **Prevention**

Bullying is a complex and emotive issue and can never be eliminated and no school, however hard staff try, can guarantee that a child in its care will not be subjected to it. Active promotion of the school aims, Code of Conduct and promotion of a positive and secure ethos can reduce incidents and build resilience in pupils and staff. This school actively promotes well-being and anti-bullying strategies throughout its curricular and extra-curricular provision. This school will take reasonable steps to minimise incidents of bullying in a proactive manner.

## **Forms of Bullying**

### **PHYSICAL BULLYING–**

- hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things;
- interfering with another's property by stealing/hiding/damaging/intruding upon it; extortion/threatening demands for money or other items
- writing or drawing offensive notes/graffiti about another

### **VERBAL BULLYING**

- name calling; insulting or offensive remarks; accusing; taunting; put downs
- ridiculing another's appearance/way of speaking/disability/personal mannerisms/ race/colour/religion; humiliating another publicly
- spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm

### **EMOTIONAL BULLYING**

- excluding/ shunning others from group activity/ social setting or play;
- belittling another's abilities or achievements; mobbing the individual
- menacing looks, stares; rude signs or gestures; negative body language

### **CYBER BULLYING**

- misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt, embarrass, demean, harass, provoke or humiliate another using perceived anonymity
- misuse of mobile phones by text messaging/ calls or images – again to hurt, embarrass, demean, harass, provoke or humiliate another using perceived anonymity
- unauthorised publication or manipulation of private information; impersonation
- publishing threatening comments pictures or videos online

## **Links with other school policies**

The policy forms part of the overall pastoral care provision in school and therefore links and works with the:-

- Pastoral Care Policy
- Child Protection Policy
- Special Needs Policy
- ICT Policy and Acceptable Use of Internet Policy
- Social Media Policy
- Promoting Positive Behaviour Policy
- PDMU Policy

### **Participation and consultation process**

We in New Row Primary School have met the requirement to consult with all our stakeholders in the following ways:

- All stake holders will be consulted during the completion of this policy – parents (QUESTIONNAIRES), staff (discussions in staff meetings), pupils (circle time, class council and school council) and governors (at meetings).
- The policy can be accessed via the school's website. In addition parents and pupils receive information leaflets stating the school's definition of bullying and outlining the school's procedures for dealing with it. Information and training for parents will be included in parents' evenings at the school :
- Awareness-raising programmes e.g. School Information Booklet issued, Posters in Reception area of school, Newsletters, Involvement in NIABF Anti-bullying Week annual events, School Council Issues, Website.
- Class based lessons will negotiate and agree a Code of Conduct for Positive behaviours within the class.
- Awareness-raising programmes through Curriculum and involvement in NI Anti-bullying Week.
- Consultation with teaching and non-teaching staff
- Awareness-raising training of all staff in October 2017 in understanding what is bullying, developing the school's definition and levels of intervention in responding to bullying behaviour.

## **ROLES AND RESPONSIBILITIES**

### **The Responsibilities of Staff**

Our staff will:

- foster in our pupils self-confidence, self-esteem, self-respect and respect for others;
- demonstrate by example the high standards of personal and social behaviour we expect of our pupils;
- discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully, and the importance of telling an adult about bullying when it happens;
- be alert to signs of distress and other possible indications of bullying;
- listen to children who have been bullied, take what they say seriously, record, and act to support and protect them;
- talk with the child accused of bullying to determine nature of bullying;
- record suspected cases of bullying
- report continued cases of bullying to the head of Key Stage/ Vice Principal or Principal
- follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken;
- deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

### **The Responsibilities of Pupils**

We expect our pupils to:

- refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity;
- follow school rules and classroom contract agreements;
- intervene to protect the pupil who is being bullied, unless it is unsafe to do so;
- report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances;
- help create a climate where bullying is not accepted;
- value and respect others;
- help others achieve;
- keep others safe.

### **Anyone who becomes the target of bullies should:**

- not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

## **What Pupils Need to Recognise About Bullying.**

Pupils need to understand:

- that they have a right not be bullied at school;
- that they are not to blame if they are bullied;
- that they need to speak out and should trust the teachers to take their concerns seriously and to help them;
- that they are not alone.

## **The Responsibilities of Parents**

We ask parents to support their children and the school by:

- watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying;
- advising their children to report any bullying to their class teacher and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils;
- advising their children not to retaliate violently to any form of bullying;
- being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- keeping a written record of any reported instances of bullying;
- informing the school of any suspected bullying, even if their children are not involved;
- co-operating with the school, if their child/children are accused of bullying, try to ascertain the truth, and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

## **The Responsibilities of All**

Everyone should:

- work together to create a safe, happy and anti-bullying environment within our school.



## PREVENTATIVE MEASURES TO CREATE AN ANTI-BULLYING ETHOS

### Proactive Strategies:-

- Promote School Ethos at all times
- Recognise and Reward Good Behaviour
- School Assemblies – addressing Bullying and providing Anti-Bullying Strategies
  - **Including reinforcement of anti-bullying message: Rude, Mean, Bully**
- Vigilant supervision - playground / general school environment
  - Including use of 'Wheel of Choice'
- Consultation with School Council
- Use of Alive O programme
- Use of PDMU lessons / Circle Time
- Good Parental Communication
- Awareness of Anti-Bullying Week (in November each year)
- Use of Outside Agencies – NSPCC, Childline, PSNI, Behaviour Support Team

## **Intervention Strategies**

The aim of any intervention applied is to RESPOND to the alleged incidents, RESOLVE the concern and RESTORE the well-being of all involved. Low level bullying must never be ignored; early intervention can diminish problems and reduce potential risk.

### **The following approach will be adopted when dealing with incidents:**

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- Attempts will be made to resolve situation quickly
- Reports will be taken seriously
- Steps taken to ensure child feels safe and secure
- Significant incidents will involve further investigation and recording
- A clear account (reported to class teacher/ head of Key Stage/ Vice Principal / Principal) Significant or repeated incidents will require parents to be informed
- Disciplinary measures / sanctions, which are proportionate, will be explained and used

Assessing the level of risk an individual pupil faces will help determine the level of severity as will taking account of the nature, frequency and duration of the bullying behaviour and the perceptions of the child being bullied. A pupil may not wish to disclose incidents so staff should be vigilant in observing symptoms such as,

- Deterioration of work
- Spurious (fake) illness and /or erratic attendance
- Isolation/desire to remain with adults
- Problems reported from home (e.g. bed wetting, nightmares)
- Childhood depression/anxiety
- Unexplained damage or loss of property
- Unwillingness to talk about school/friendships
- Unexplained bruises or marks

In selecting an intervention we will take account of:

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

Our procedure focuses on assessing the bullying concern to determine the suitable level of intervention required in aiming to resolve the concern. Proformas for record keeping included in Appendix 1 (NIABF Bullying Concern Assessment Form). Sanctions will be applied on a staged basis in line with our Positive Behaviour Policy.

### **Understanding the Levels of Intervention**

Levels suggested within this policy are for guidance only, we will consider a range of interventions from across all levels. It is important to remember that every bullying incident should be individually assessed and an intervention chosen which best meets the individual pupil needs.

#### **Level 1 Intervention - Low Level Bullying Behaviour**

Interventions at Level 1 are to help individuals to recognise/reflect on their unacceptable behaviour and to “get them back on track” while listening to and supporting/strengthening the pupil(s) experiencing bullying.

Staff should;

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

#### **Level 2 Interventions - Intermediate Level Bullying Behaviour**

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

To be effective small group work needs:

- The consent and involvement of the pupil being bullied.
- To be planned and timetabled, session length dependent on age and ability.
- Parental / carer consent and agreement from participating pupils. Carefully selected group membership.
- To take place in a suitable and comfortable environment.
- To be uninterrupted.

- To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.
- Decision and outcomes to be agreed and recorded, e.g. on a flipchart.
- To facilitate the development of empathy amongst pupils.
- A solution focused approach to the situation.
- To provide opportunities for pupils to take responsibility.
- Regular meetings of the group.
- Regular meetings with the bullied pupil to assess ongoing effectiveness of agreed actions.
- To ensure regular feedback is given on agreed actions.

### **Level 3 Interventions - Complex Bullying Behaviour**

Interventions at Level 3 will often involve the Pastoral/Safeguarding Leader, SENCO, and other senior managers, in collaboration with pupil(s) and parents to determine the way forward in affecting change. Schools may use their individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all.

This planning may occur through a multi-agency discussion, involving ELB Services and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently, interventions may require one-to-one meetings, small group work and whole class involvement. These will often require group interventions.

### **Level 4 Interventions - High Risk Bullying Behaviour**

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's Child Protection Policy and safeguarding procedures will need to be invoked. Advice and support will be available to schools through the Child Protection Support Service for Schools.

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

## **Sanctions used to combat bullying behaviour**

These are necessary for three main reasons:

- to make the particular child aware of the school/teacher disapproval of unacceptable behaviour
- to protect other children
- to protect the authority of teachers should that be threatened

## **Sanctions should**

- be constructive
- be restorative
- be applied with sensitivity, flexibility and without discrimination
- where possible be related to the misdemeanour
- be specific to the child engaging in bullying behaviour and not applied to the whole group

Sanctions will be applied on a 'staged basis' in line with our Positive Behaviour Policy. However, in incidences of bullying behaviour, pending the nature of the behaviour and level (as outlined above), it may be necessary to move to a more advanced stage. This will be determined by Mrs Graffin in conjunction with the Safeguarding Team / Senior Teachers.

## **Stage 1: Unacceptable Behaviour – Not following school rules**

At stage one the teacher will have responsibility for applying sanctions as and when required. These may include

- immediate verbal checking of misbehaviour
- a minor penalty relevant to the offence, e.g. an apology and/or temporary loss of merit marks or temporary loss of smiley face or loss of break or removal to another class for short period
- If continuous misbehaviours persist the teacher will refer the pupil to Mrs Graffin who will place the child on to stage 2 of the behavioural stage

## **Stage 2: Repeated or Unacceptable Behaviour – referral to Mrs Graffin**

**Stage 2 referral will be for repeated misbehaviour as in stage 1 and/or use of physical force, disrespect shown to staff members/property or other more serious misbehaviours**

- loss of a break/play park/golden time
- temporary removal of a pupil from his/her peers into another class
- temporary or permanent loss of privileges - Captaincy, Committee Members, Golden Time etc
- removal from a class outing/sports events etc
- informal parent consultation (may include phone call/meeting with class teacher/principal)
- Short term placement on an Individual Positive Behaviour Plan.

**Stage 3: Repetition of behaviours as at stage 2**

- Formal consultation to include child, parent and staff
- Long term placement on an Individual Positive Behaviour Plan
- If required, permanent loss of privileges, committee membership, participation at school events/activities and/or attendance at school trips etc

**Stage 4: After Formal Consultation consideration will be given to**

- Referral to EA Behaviour Support Team for advice/guidance
- Suspension/Expulsion. Advice will be sought from appropriate CCMS/DENI

Teachers and other relevant school staff should consider themselves responsible at all times for the behaviour of all pupils. Responsibility for the behaviour of all pupils in the school is one which all teachers share.

In all matters relating to the maintenance of discipline in order to deal with bullying behaviours and the applications of sanctions it must be remembered that our aim is to develop self-discipline in our pupils and build and maintain their self-esteem.

Acceptance of admission to the school implies the parent's acceptance of the School's Anti Bullying Policy.

**Monitoring and Evaluating**

This policy is continually monitored by the school principal. This policy will be reviewed every two years and/or up dated when advice is given by DENI. All stake holders will be involved in the review through a consultation process.

# **APPENDIX 1**

## **NIABF Bullying Concern Assessment Form Proformas**

*Use of these proformas remains under review until the implementation of Anti-Bullying Legislation has been rolled out in full, including training for pupils, staff, parents and governors.  
They will be used for guidance purposes until this time.*

### **PART 1 - Assessment of Concern Date\_\_\_\_\_**

***Our School's Definition of Bullying is:*** Bullying is a form of hurtful behaviour which is wilful, persistent and unprovoked. It involves actions which demean, belittle or take control over another person. It may take various forms, including physical, verbal, emotional and cyber bullying. It may be perpetrated by individuals or by groups of pupils.

<b>Name(s)</b>	<b>Gender</b>	<b>DOB/Year Group (if Pupil)</b>
	M / F	

Person(s) reporting concern

Name of targeted pupil(s)

Name of Pupil(s) involved

Does the behaviour involve?

Individual to individual 1:1

Individual to Group

Group to individual

Group to group

#### **Type of incident and Theme (if applicable):**

- ☐ Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons)
- 
- ☐ Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours)
- 
- ☐ Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others)
- 
- ☐ Disability (related to perceived or actual disability)
- ☐ Cyber (through technology such as mobile phones and internet)
- ☐ Homophobic (related to perceived or actual sexual orientation)
- ☐ Racist (related to skin colour, culture and religion)
- ☐ Sectarian (related to religious belief and/or political opinion)
- ☐ Other \_\_\_\_\_

Is there persistence/recurrence of this behaviour? Yes / No

Is it targeted behaviour? Yes / No

Is there a power imbalance? Yes / No

Is it intentionally hurtful behaviour? Yes / No

Does this incident meet your school's agreed definition of bullying? Yes / No

Check records for previously recorded incidents

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

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



## **PART 2 - Details of interventions to be implemented in response**

### **2.1 PUPIL(s) WHO HAS BEEN BULLIED:**

**REFER TO LEVEL 1-4 INTERVENTIONS**

#### **OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED**

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Provide outline details of the level and type of intervention with:

peer group \_\_\_\_\_

whole class \_\_\_\_\_

On-going support/monitoring to be provided \_\_\_\_\_ (daily, weekly

by \_\_\_\_\_ (named staff) and will be formally

reviewed by

\_\_\_\_\_ (date)

Have parent(s) been informed / involved? Yes / No (Give details)

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Referral to other agencies- If yes please specify

\_\_\_\_\_

\_\_\_\_\_

Any other details (please specify)

\_\_\_\_\_

\_\_\_\_\_

## 2.2 PUPIL(S) WHO HAS BEEN DISPLAYING BULLYING BEHAVIOUR:

### REFER TO LEVEL 1-4 INTERVENTIONS

#### OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

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Provide outline details of the level and type of intervention with:

peer group \_\_\_\_\_

whole class \_\_\_\_\_

☐ On-going support/monitoring to be provided \_\_\_\_\_

(Daily, Weekly) by \_\_\_\_\_ (named staff)

☐ Have parent(s) been informed / involved? Yes / No (Give details)

\_\_\_\_\_  
\_\_\_\_\_

☐ Referral to other agencies (please specify)

\_\_\_\_\_  
☐ Any other action (please specify)

\_\_\_\_\_  
\_\_\_\_\_

☐ Suspension

☐ Expulsion

☐ Other (please specify)

\_\_\_\_\_

**PART 3- ON-GOING RECORD OF SUPPORT AND INTERVENTIONS**  
**REFER TO LEVEL 1-4 INTERVENTIONS**

Date	Details of Intervention	Action Required / Taken (Dated and signed)

Name and designation of the teacher completing this form:

Signed: \_\_\_\_\_ Date:

#### **PART 4 - STATUS OF CONCERN**

**This concern is now resolved:** yes / no

☐ Copied to \_\_\_\_\_

☐ Filed (Interventions complete, issue resolved, record maintained)

#### **When concern is not resolved:**

##### **Further intervention/ Required**

☐ Review information and action to date

☐ Refer to DT/Principal/Head of Pastoral Care

☐ Re-assess Level of Interventions; Implement other strategies from appropriate level

☐ Assign tasks, record and monitor as in Part 2 & 3

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Name and designation of the teacher completing this form:

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Signed:

Date:

## APPENDIX 2

### This Policy was informed by:

The Department of Education (Northern Ireland) guidance "Safeguarding and Child Protection - a guide for schools" (DENI Circular 2017/04)

The Northern Ireland Anti-Bullying Forum (NIABF) Effective responses to Bullying Behaviour Document (2014). following requests from schools.

Addressing Bullying in Schools (NI) Act 2016

Children (Northern Ireland) Order 1995

U.N. Convention on the Rights of the Child 1992

The Area Child Protection Committees' Regional Policy and Procedures (2005)

Promoting Positive Behaviour (DE, 2001) Paragraph 125 states the following:

*"As well as ensuring that pupils who are bullying are dealt with in accordance with accepted school policy and procedures, it will be necessary to work with these pupils to try to help them change their unacceptable behaviour."*