OMAGH COUNTY P.S.

and

nursery

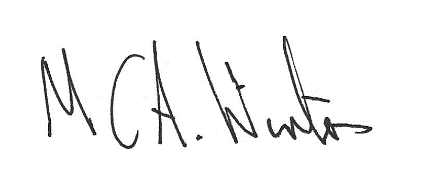


We believe, we achieve….

Anti- Bullying

Policy

Reviewed September 2021



Signed:



**Omagh County Primary School**

**and Nursery**

**Anti-Bullying Policy**

**ETHOS**

Omagh County Primary School and Nursery provides a warm, welcoming, happy and caring environment where all are nurtured, valued and respected. In partnership with parents/carers, wider school family and local community, we offer high quality learning experiences to enable every child to reach their full potential.

**VISION STATEMENT**

Our vision at Omagh County Primary School and Nursery is to educate, nurture and inspire pupils to develop their unique talents and abilities in a happy and safe environment. They are encouraged to reach their full potential, celebrate achievements academically and socially, and contribute to the local community and the wider world.

**MISSION STATEMENT**

We aim to:

* Create an inspiring and nurturing environment that our pupils want to come to every day
* Establish a safe and inclusive environment where everyone feels happy, valued and respected
* Educate the whole child by providing a broad and balanced curriculum to suit all individual needs
* Provide our pupils with learning opportunities to help them develop as individuals, contributors to society and as contributors to the economy and the environment
* Develop our pupils’ personal capabilities and effective thinking skills to create a strong foundation to equip them for life in a rapidly changing world
* Welcome and encourage families and the local community to become actively involved in the life of our school

**Context**

Our school is committed to providing a safe, positive, inclusive and respectful learning environment for all members of the school community. We also have a responsibility to contribute, in whatever way we can, to the protecting and maintaining such an environment.

The whole school community at Omagh County Primary School and Nursery is completely opposed to bullying behaviour in all its forms toward any member of the school community, by any member of the school community. Bullying will not be tolerated - it is entirely contrary to the ethos and principles of our school. We strive to create an anti-bullying climate where the views of all members of the school community are encouraged and considered.

This policy has been developed in line with the following legislation - The Addressing Bullying in Schools Act (Northern Ireland) 2016 and the 2003 Statutory Requirements (Education and Libraries NI Order). Specific articles in the legislation include Article 17- Duty to Safeguard and Promote the Welfare of Pupils, Article 18 – Child Protection Measures, Article 19 – School Discipline: Measures to prevent Bullying. Other guidance includes Health and Safety at Work NI Order 1978, The Children (NI) Order 1995, The Human Rights Act 1998, The Education (NI) Order 1998 Article 3, The Education (2006 Order) (Commencement No. 2) Order (NI) 2007 and The Education (School Development Plans) Regulations (NI) 2010. Reference is also made from the DE Circular 2003/13- Welfare and Protection of Pupils Education and Libraries (NI) Order 2003 as well as Pastoral Care in Schools: Promoting Positive Behaviour (2001), Pastoral Care in Schools: Child Protection (1999) and Safeguarding and Child Protection in Schools: A Guide for Schools (DE 2017).

**Statement of Intent**

Our purpose is to provide a safe and secure learning environment for everyone in our school community, one which is conducive to effective teaching and learning, free from intimidation and fear. The school’s anti-bullying policy is an integral part of our overall pastoral care provision in school and therefore links and works with the following policies:

* Positive Behaviour Policy
* Pastoral Care Policy
* Safeguarding and Child Protection Policy
* Special Educational Needs Policy
* Health and Safety Policy
* Relationships and Sexuality Policy
* E-Safety Policy
* Mobile Phone Policy
* Educational Visits Policy
* Staff Code of Conduct

These support the United Nations Convention on the Rights of the Child (UNCRC) which states every child has the 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.

**Aims of Our Anti-Bullying Policy**

• To develop a positive self-image for all.

• To make our school a happy, safe place for all.

• To create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.

• To promote a ‘whole school’ approach, where signs of bullying behaviour are identified and swift and effective action is taken.

• To ensure all within the school community, pupils, staff, parents and governors, have an understanding and agreement of what bullying behaviour is and what to do if it arises. Through this we hope to foster a productive partnership, which will help maintain a bully-free environment.

• To ensure that those affected by bullying behaviour are listened to and supported.

• To ensure that those who engage in bullying behaviour are listened to and supported to accept responsibility and change their behaviour.

• To develop procedures for noting and reporting incidents of bullying behaviour.

**What is Bullying?**

The legal definition of bullying for Northern Ireland as outlined in the 2016 Act:

(1) In this Act “bullying” includes (but is not limited to) the repeated use of –

1. Any verbal, written or electronic communication,
2. Any other act, or
3. Any combination of those, by a pupil or 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.
4. For the purposes of subsection (1), “act” includes omission.

Omagh County Primary School and Nursery also agrees with The Northern Ireland Anti-Bullying Forum (NIABF) which 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 involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.

***Put in a child-friendly way: Bullying is usually repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others.***

Bullying may also be a one-off incident in serious situations. 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

Whether a one-off incident should be treated as bullying is a decision for the school.

**Forms of Bullying**

**Socially unacceptable behaviours become bullying behaviours when the information gathered clearly demonstrates that the unacceptable behaviour meets the criteria below** i.e. on the basis of the evidence gathered the behaviour is/was:

* **Intentional**
* **Targeted** - at a specific pupil or group of pupils
* **Repetition** – 3 or more repetitious incidents involving the same target (a one-off incident such as cyberbullying may be interpreted as repetition, as an electronic post may be shared repeatedly – evidence of premeditation or cause of significant levels of emotional or physical harm to one or more pupils will be considered)
* **Causing physical or emotional harm**
* **Omission** – wilful omission arising from a desire to cause hurt

Any incidents which are not considered bullying behaviour is socially unacceptable behaviours will be addressed and managed under the school’s Positive Behaviour Policy.

**Physical Bullying**

• Hitting, pushing, kicking, punching, bruising, burns, cuts, broken bones, tripping, spitting, hair pulling, throwing things or any other physical contact which may include use of weapons.

• Interfering with another’s property by stealing/hiding/damaging/intruding upon.

• 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, jokes, put downs, ridiculing another’s appearance/way of speaking/disability/personal mannerisms/race/ colour/gender/sexual orientation.

• Humiliating another publicly.

• Spreading malicious or nasty rumours, threatening, intimidating, mocking, using sarcasm.

**Emotional Bullying**

* Excluding, isolating or shunning others from group activity, social setting or play.
* Scaring, humiliating or affecting a pupil’s self-esteem.
* Belittling another’s abilities or achievements, giving the individual menacing looks, stares, rude signs or gestures, negative body language.
* Interfering with personal property.
* Omission – intentionally choosing to stop someone/others from joining in a desire to cause hurt.

**Cyber Bullying**

• E-mails, on-line gaming, images, text, blogs, tweets, forums and chat rooms; to hurt, embarrass, demean, harass, provoke, threaten, isolate or humiliate another using perceived anonymity.

• Misuse of mobile phones by text messaging/calls or images – again to hurt, embarrass, demean, harass, provoke, threaten, isolate or humiliate another using perceived anonymity.

• Unauthorised publication or manipulation of private information; impersonation.

The Act gives schools the power to take action to prevent online or cyber bullying that is taking place outside school, but places no duty on schools to do this.

**Prejudiced Based Bullying**

• Disablist-based on perceived or actual disability or special need.

• Homophobic bullying – due to being lesbian, gay or bisexual or because others think they are.

• Racist – based on skin colour, ethnic origin or perceived ethnicity.

• Sectarian – based on real or perceived religious or cultural background with context of Northern Ireland society.

• Transphobic bullying – due to real or perceived gender identity.

• LAC bullying – due to being looked after by someone other than their parents.

Please note the list of bullying behaviours is non-exhaustive.

The 2003 Statutory Requirements (Education and Libraries NI Order) requires schools to ‘encourage good behaviour and respect for others’ and in particular ‘prevent all forms of bullying’.

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***

In determining ‘harm’ we define:

* ***Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating or affecting aversely a pupil’s self-esteem.***
* ***Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.***

**Signs of stress in pupils which may indicate bullying**

• Child’s unwillingness to attend school/lateness/erratic attendance.

• Avoidance, hanging back from playground or staying late at school.

• Deterioration of work/‘mislaid’ books, money, equipment or belongings/under achievement.

• Spurious illness/non-specific pains, headaches, tummy upsets, withdrawn, loss of appetite.

• Nail biting/flinching/jumpiness/forgetfulness/distractibility.

• Impulsive hitting out/out of character temper ‘flare up’ or restlessness/sudden aggressiveness.

• Stresses manifested at home – bed wetting/insomnia/nightmares/restlessness and irritability.

• Reluctance to sit beside or near certain pupils/hesitant to walk home.

**Roles and Responsibilities**

Everyone has a responsibility for creating a safe and supportive learning environment for all members of the school community. Everyone in the school community, including pupils, their parents 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 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.

**The Responsibilities of Staff**

Our staff will:

* Foster in our pupils - self-confidence, self-esteem, self-respect, a sense of rights and respect for others.
* Explain the social behaviour we expect of our pupils.
* Discuss bullying behaviour with all classes, so that every pupil learns about the damage it causes to both the child who is targeted and the pupil who engages with bullying behaviour.
* Emphasise the importance of telling a trusted adult about bullying behaviour when it happens or is observed.
* 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.
* All classrooms will have an incident book to record information – teachers will use professional judgement.
* Report suspected cases of bullying to the Principal, Vice Principal/Designated Teacher for Child Protection or Deputy Designated Teacher for Child Protection.
* Follow up any complaint by a parent about bullying, record and report back promptly and fully to the parent on the action which has been taken.
* Respond to bullying behaviour promptly and effectively, in accordance with agreed procedures.

**The Responsibilities of Pupils**

We expect our pupils to:

• Help create a climate where bullying behaviour is not accepted.

• Value and respect others.

• Help others achieve.

• Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.

• Follow school and classroom rules.

• 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.

• Follow our school Behaviour Code:

* **Do our best**
* **Treat others kindly**
* **Show good manners**
* **Act safely**
* **Look after our school**

**Anyone who becomes the target of bullying behaviour 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:

• They have a right not be bullied at school.

• They are not to blame if they are bullied.

• They need to speak out and should trust the staff in school to take their concerns seriously and to help them.

• They are not alone.

**Pupil Participation**

Pupils will be involved in the anti-bullying culture of our school by:

* Participation in the annual NIABF Anti-Bullying Week activities.
* Pupil questionnaires/audits.
* School assemblies.
* School Council.
* PDMU curriculum/PATHS.
* Involvement in class & school rules/charters.
* After-school activities.
* Playground Pals.
* Taking responsibility for good behaviour on school buses e.g. bus monitor.
* Contribution to key policies e.g. anti-bullying, positive behaviour, etc.

**At All Times Children’s Concerns Are Our Concerns**

The school’s Positive Behaviour Policy details the behaviour standards set within the school.

Pupils are encouraged to express their concerns about themselves and others and to seek help and support whenever they need it. However, children can sometimes be reluctant to seek help so they need a number of other options to get that help.

Assemblies and class circle time will be used to reinforce positive anti-bullying messages and to raise issues concerning bullying. Activities across the curriculum and visits from representatives of outside agencies will also be used to develop pupils’ understanding of bullying.

Children are taught that each person is unique and to be valued. Differences are to be celebrated and should not be the focus of negative behaviour. In order to build children’s resilience and reduce their vulnerability, pupils are guided in developing coping strategies and how to respond positively to hurtful behaviour. Pupils are encouraged to look out for each other and to report their concerns for others.

Pupils who are experiencing bullying behaviour will be reassured that they are not in any way to blame (unless there is good reason to think otherwise). Support and protection will be given. A child who has been displaying bullying behaviour will be expected to take responsibility for their actions. The reasons for their behaviour will be explored and they will be expected to improve and change with any necessary support required. They will be encouraged to think and talk about the implications of their behaviour on the pupil who has been their target. Discussion will also involve the pupil’s parents to identify any relevant background information and to secure their support. It may also be necessary for the involvement of the Special Needs Co-Ordinator to address any behavioural problems through a behavioural programme (see Special Needs Policy). The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all. Incidents will be resolved in age-appropriate ways and any sanctions will be in line with the school’s Positive Behaviour Policy.

**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 behaviours to their teacher/staff member and explain the implications of allowing the bullying behaviours to continue unchecked, for themselves and for other pupils.

• Advising their children not to retaliate physically or aggressively to any form of bullying.

• Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.

• Informing the school of any suspected bullying behaviours, even if their child is not involved.

• Co-operating with the school, if their child/children are involved in a bullying behaviour concern, try to ascertain the truth and help resolve the difficulty in a way which stops the behaviour recurring and meets the needs of all the children.

**The Responsibilities of Governors**

Governors have an oversight of the anti-bullying policy and a collective responsibility to ensure the welfare and wellbeing of the pupils at Omagh County Primary School and Nursery. The governors are required to ‘safeguard and promote the welfare of all registered pupils whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school’.

The Anti-Bullying Policy will apply when:

* Pupils are on school premises - includes the school building and school grounds.
* Pupils are travelling to and from school. Pupils should follow the expected levels of behaviour including the Behaviour Code:
* Do our best
* Treat others kindly
* Show good manners
* Act safely
* Look after our school
* Pupils are in the lawful control or charge of a staff member when on school trips or at external events.
* When pupils are receiving education, arranged by the school, but delivered away from the school premises.

Governors will ensure the current policy has a whole-school approach, and is consistently and fully implemented.

Governors must ensure that consultation on anti-bullying, including general principles and preventative measures, takes place with the Principal, staff, parents and pupils.

The Governors must ensure the anti-bullying policy is reviewed at least every 4 years or shorter intervals e.g. serious incident of bullying, recommendation by ETI, in response to relevant circulars from DE.

Governors must also ensure a record is kept of all incidents of bullying or alleged bullying, the underlying motivation and the action taken.

Anti-Bullying will be a standing item on the agenda at each meeting of the Board of Governors where a report on recorded incidents of bullying will be noted.

The Designated governor for anti-bullying is Mr John Caldwell.

**Accessibility of the Anti-Bullying Policy to Parents and Pupils**

The anti-bullying policy will be circulated to all parents when their child commences the school at another time, and a leaflet will be distributed biannually. The policy will be available on the school website and will be highlighted on regular school newsletters. Parents will also be reminded about the policy during anti-bullying week and at any other appropriate times.

**Preventative Measures**

In Omagh County Primary School and Nursery we place a lot of value in trying to prevent bullying behaviours. Below are some of the strategies we employ whether on the school premises during the day, while a pupil is in the lawful control or charge of a member of the school staff or while a pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

1. Promote the school’s anti-bullying ethos at all times.

2. Recognition and reward for good behaviour e.g. Pupil of the Day, Star Pupil, class incentives, etc.

3. Review of key policies with input from staff, governors, parents and pupils.

4. Dissemination of Positive Behaviour Policy to all members of staff and parents.

5. Display of Good Rules and Behaviour Code displayed throughout the school.

6. Understanding our Good Rules, Behaviour Code and discussion of the school’s expectations of positive behaviour and how these can be further transferred into the classroom e.g. classroom rules, PATHS Curriculum, Assemblies, etc.

7. Participation in Anti-Bullying week and other platforms that encourage the opportunity to discuss and share thoughts and ideas on dealing with bullying behaviour.

8. Using opportunities within the school curriculum to address bullying behaviour/concerns e.g. PDMU positive mental health activities and workshops, PATHS lessons,RE, role play in literacy/drama, highlight the importance of fair play through PE, table games, class games, working together in peer groups e.g. maths investigations, etc.

9. Listen to and investigate all incidents of bullying behaviour, even minor incidents. ‘Nip it in the bud’.

10. Helping pupils be assertive within the classroom context and through the curriculum wherever possible e.g. PDMU/PATHS.

11. Peer support arrangements for pupils who may be vulnerable to bullying behaviour e.g. buddies, mentors, etc.

12. Opportunities to develop positive peer relationships e.g. circle time, buddies, monitors, mentors, School Council and Eco-Council.

13. Ensure that all staff are in agreement with all procedures.

14. Encourage the pupils, especially those targeted by bullying behaviour, to speak out. ‘Yell and tell.’

15. Vigilant supervision - playground/classroom/dining hall/general school environment.

16. Good Parental Communication.

17. Use of outside agencies – NSPCC, Childline, PSNI, Behaviour Support Team, Action Mental Health, etc.

18. Staff training.

19. ‘Buddy Bench’ in playground.

20. Pupils frequently reminded in assembly & class about appropriate behaviour in/out of school and when travelling to/from school on bus.

21. Whole school community working together to prevent bullying.

**Preventative Measures to Prevent Bullying Behaviour on the way to and from school**

* Regular reminders of the positive behaviour expectations of pupils travelling to and from school.
* Peer monitoring on buses - pupils are encouraged to challenge inappropriate and unacceptable behaviour during the journey to and from school.
* Pupils encouraged to inform school and home if any inappropriate and unacceptable behaviour during the journey to and from school.
* Positive relationships and regular engagement with bus/taxi drivers to ensure effective communication and early identification of any concerns.
* Appropriate deployment of staff for bus duty.

**Preventative Measures to Prevent Bullying Behaviour through electronic communication amongst pupils at any time during term, where the behaviour is likely to have a detrimental effect on the pupil’s education at school.**

* Address 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. PSNI, C2k, NIABF to support the promotion of key messages.
* Participation in annual Internet Safety Week and promotion of key messages throughout the year.
* Development and implementation of robust and appropriate policies in related areas e.g. E-Safety, Mobile Phone.

**Reactive Strategies**

The following steps will be taken when dealing with incidents:

* If bullying behaviour is suspected or reported, staff are expected to respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change being achieved through implementing the procedures set out in the Positive Behaviour and Anti-Bullying Policies.
* The incident will be dealt with by the member of staff who has been approached.
* Attempts will be made to resolve the situation quickly.
* Reports will be taken seriously.
* Steps will be taken to ensure child feels safe and secure.
* Significant incidents will involve further investigation and recording.
* A clear account must be reported to the Class Teacher/Designated Teacher for Child Protection/Vice Principal/Principal.

**Pupils Reporting a Concern**

Pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff. In our school the designated and deputy designated teachers are known as ‘worry teachers’. Any pupil can raise a concern by:

* Verbally talking to a member of staff.
* By writing a note to a member of staff.

**Parents Reporting a Concern**

Parents are encouraged to raise concerns about alleged bullying behaviour with the school at the earliest opportunity and are reminded to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to ‘hit back’.

* In the first instance report bullying concerns to the class teacher.
* If a parent is not satisfied, the concern should be reported to the Vice Principal.
* Where the parent is not satisfied that appropriate action has been taken, the concern should be reported to the Principal.
* Where a parent remains unsatisfied, the school’s complaints procedure should be followed.

All reports of bullying concerns will be responded to in line with this policy. Please note that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents.

**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 Behaviours resource, the member of staff shall:

* Clarify facts and perceptions.
* Check records.
* Assess the incident against the criteria for bullying behaviour.
* Identify any themes or motivating factors.
* Identify any type of bullying behaviour being displayed.
* Identify intervention level.
* Select and implement appropriate interventions for all pupils involved.
* Track, monitor and record effectiveness of interventions.
* Review outcome of interventions.
* Select and implement further intentions as necessary.

Omagh County Primary School and Nursery advocates a restorative approach to bullying behaviour and will use interventions suggested by Effective Responses to Bullying Behaviour resource file responding to the behaviour, resolving the concern and restoring the wellbeing of those involved.

**Recording**

The school will maintain a record of all incidents of bullying and alleged bullying behaviour. Records will be completed by the member of staff who is dealing with the incident and passed onto the Designated Teacher for Child Protection who will keep these in a central location. See Appendix 1.

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

A central file will be kept of all bullying or alleged bullying incidents that occur while:

1. On the premises of the school during the school day;
2. Travelling to or from the school directly by bus, by foot or by taxi during the school term;
3. The pupil is in the lawful control or charge of a member of staff of the school e.g. on a school trip or visit, playing on a school team or attending another school; or
4. The pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

Access to 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 Records 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.

**Resources and Training**

The staff received training during August 2019 based on the Northern Ireland Anti-Bullying Forum resource – ‘Effective Responses to Bullying Behaviour’. The updated policy and training has been disseminated to all members of staff and training will continue as necessary. The school has a commitment to ensure that staff are provided with appropriate opportunities for professional development including an annual update on Child Protection. Designated teachers for Child Protection and the Principal attend EA training at regular intervals. All appropriate training records are kept and updated. Some useful resources and contacts are available within the policy (see Appendix 2).

The Principal received training on Supporting the Successful Implementation of the Addressing Bullying in Schools Act (Northern Ireland) 2016 during the 2018/2019 academic school year.

The Governors have completed a training session on the Addressing Bullying in Schools Act (Northern Ireland) 2016. They have been provided with the draft Guidance, a copy of the Act and a leaflet on Addressing Bullying. Designated governors attend appropriate training facilitated by EA and records are kept.

**Monitoring and Review of Anti-Bullying Policy**

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

This policy will be reviewed and updated following consultation with pupils and their parents on a regular basis, but no longer than every 4 years. However, the policy will be reviewed following any incident which highlights the need for such a review. It will also be reviewed when directed to by the Department of Education and in light of new guidance. Consultation and valuable input will be sought from the staff, governors, parents and pupils. This will be done through questionnaires/surveys/audits with all stake-holders or through engagement sessions with focus groups. Results will be analysed and feedback will be provided to all participants. Results will also address any concerns, improve support provided, inform and guide amendments to the policy and in turn the school development plan.

In 2018/2019 questionnaires were circulated to staff members, PTFA and the school council.

**Complaints Process**

Should a parent wish to make a complaint the process is set out below. A full copy of the Complaints Process is available from the school on request.

**Stage One**

When making a complaint, contact the school Principal who will arrange for the complaint to be investigated. *If the complaint is about the Principal, proceed to Stage Two.* The school requires complaints to be made in writing. However, where this is not possible the school will make reasonable arrangements to support you. Please provide as much information as possible. The complaint will normally be acknowledged within 5 school working days and a response normally made within 20 school working days of receipt of the complaint. This response will be issued to you by the Principal.

If you are unhappy with the outcome at Stage 1, your complaint may be progressed to Stage 2 which is overseen by the Board of Governors.

**Stage Two**

If the complaint is unresolved after Stage One, write to the Chairperson of the Board of Governors *(care of the school and marked ‘private and confidential’),* who will convene a sub-committee to review the complaint. The complaint will normally be acknowledged within 5 school working days and a final response normally made within 20 school working days from date of receipt of the complaint. The response will be issued to you by the Chairperson of the sub-committee.

**Northern Ireland Public Services Ombudsman (NIPSO)**

If following Stage Two you remain dissatisfied with the outcome of your complaint, you can refer the matter to the Office of the Northern Ireland Public Services Ombudsman (NIPSO).

Contact details for NIPSO are:

**Northern Ireland Public Services Ombudsman**

Office of the Northern Ireland Public Services Ombudsman

Progressive House

33 Wellington Place

Belfast

BT1 6HN

Freepost: FREEPOST NIPSO Telephone: 02890 233821 Freephone: 0800 34 34 24

Email: [nipso@nipso.org.uk](mailto:nipso@nipso.org.uk) Web: [www.nipso.org.uk](http://www.nipso.org.uk)

September 2019

Updated Autumn 2021

**Appendix 1**

**Bullying Concern Assessment Form**

**Incident Date:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pupils Involved** | **Role** | **Incident Date** | **Gender** | **DOB** | **Year & Reg** |
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| --- | --- |
| **Incident** | **Comments** |
| Bullying Concern |  |

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| **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(s) of pupil(s) experiencing alleged bullying behaviour |  |  |  |
| Name(s) of pupil(s) demonstrating alleged bullying behaviour |  |  |  |
| **Check records for previously recorded incidents** | | | |

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| **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) |
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| 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 of 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** |

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| **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 school’s Positive Behaviour Policy, continue to track and monitor to ensure the behaviour does not escalate. |
| Agreed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Status \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  On \_\_/\_\_/\_\_\_\_ | |

**PART 2**

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| **2.1 Who was targeted by this behaviour?**  Select one or more of the following:  Individual to individual 1:1 Individual to group Group to individual  Group to Group |
| **2.2 In what way did the bullying behaviour present?**  Select one or more of the following:  Physical (includes for example, jostling, physical intimidation, interfering with personal  property, punching/kicking  Any other physical contact which may include use of weapons)  Verbal (includes name calling, insults, jokes, threats, spreading rumours)    Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)  Electronic (through technology such as mobile phones and internet)  Written  Other Acts  Please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **2.3 Motivation (underlying themes): this is not a definitive list**  Select one or more of the following:  Age    Appearance  Cultural  Religion  Political Affiliation  Community background  Gender Identity  Sexual Orientation  Family Circumstance (pregnancy, marital status, young carer status)  Looked After Status (LAC)  Peer Relationship Breakdown  Disability (related to perceived or actual disability)  Ability  Pregnancy  Race  Not known  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**PART 3a**

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

**PART 3b**

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| **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** | **Intervention** | **Success Criteria** | **Action Taken by Whom and When** | **Outcomes of Intervention** | **Review** |
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| **Record of participation in planning for interventions** | | | | | | |
| **Pupil:** | | | | | | |
| **Parent/carer:** | | | | | | |
| **Other Agencies:** | | | | | | |
| Continue to track interventions until an **agreed** satisfactory outcome has been achieved | | | | | | |

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| **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** |

**Appendix 2**

**INFORMATION, WEB SITES AND PHONE HELP LINES**

1. **NIABF Northern Ireland Anti Bullying Forum**

The Education Authority helps fund and is a member of the Northern Ireland Anti-Bullying Forum (NIABF). This forum is hosted and chaired by Save the Children.

The NIABF has information and links regarding bullying for the whole school community and parents and can be contacted at 028 90875006 or <http://www.niabf.org.uk>

1. **Anti-Bullying Helpline**

The Department funds CHILDLINE NI (0800 1111)

This is a free and dedicated anti-bullying helpline for pupils and young people who have concerns about bullying.

It is available 24 hours/7 days per week.

1. **NSPCC FULLSTOP Campaign**

To help those who have suffered child abuse/bullying and to advise children about bullying concerns (0808 800 5000)

NSPCC (028 90351135)

1. **Cyber Bullying**

We also use CEOP’s [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) site to help children become aware of the problem of cyber bullying and what to do should this happen.

1. **Parenting NI**

0808 8010722

1. **Kidscape**

020 78235430 (parents)

02077303300 (children)

**If your child is being bullied**

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|  | Talk to your child, keep a record of events and agree together on the action you will take. |  |
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| Speak to your child’s teacher about your concerns. |
|  |
| NO | Check with your child, is the issue resolved? | YES |
|  |  |  |
| Make an appointment to meet any member of the school’s safeguarding team.  (Mrs Dempsey, Mrs Alcorn, Ms Funston, Ms Bunce, Ms Daley)  Agree appropriate action and request a reasonable timescale for resolution. | This is good news but remember to check in regularly as bullying behaviour is often repeated. |
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| NO | Has the issue been resolved? | YES |
|  |  |  |
| Consider following the school’s complaints process.  Chairman of the Board of Governors is Mr M Winters |
|  |  |  |
| NO | Has the issue been resolved? | YES |
|  |  |  |
| Remember bullying is a child protection issue, you can talk to a social worker at the Gateway Team (Western Trust) Tel: 02871314090 or the PSNI at Central Referral Unit Tel: 999 (Emergency) or 101 (Non-Urgent) |