Anti-Bullying Policy

Agree Date	Review Date	Person Responsible	Lead Governor
March 2024	March 2025 Max permitted review date four years after agree date.	Mr. Smith	Mr. Moffett

This Anti-Bullying policy forms part of a complementary suite of safeguarding policies which include the following:
- The Positive Behaviour Policy
- The Safeguarding and Child Protection Policy
- The Special Educational Needs Policy

Safeguarding and Child Protection in Schools. A Guide for Schools (updated Aug. 2020)

Key Language

Target(s) – the child / children who is/are the intentional focus of the child/ children who is/are presenting bullying behaviour.

Introduction

Earlview Primary School and Nursery recognises the negative impact of bullying behaviour on a child's life and the necessity for all members of a school community to act to prevent and act on any such cases should they arise. We, as a school, are committed to safeguarding the wellbeing of all children attending. This policy outlines aims, outcomes, responsibilities and responses, in line with the following legislation and guidance documents:
- Education and Libraries (N.I) Order 2003 – Article 19.
- Addressing Bullying in Schools (Northern Ireland) Act 2016.
- Safeguarding and Child Protection in Schools. A guide for Schools (Updated August 2020)
- Pastoral Care in Schools: Promoting Positive Behaviour (DENI, 2001).

Additionally, note has been taken of relevant DENI Circulars for example:
- 2016/20 – Child Protection - Record Keeping in Schools.
- 2015/19 – Notification of Pupil Suspension.
- 2014/14 - Pupil Participation.
- 2013/25 – e Safety Guidance.

Earlview Primary School and Nursery is committed to creating a happy, safe, caring environment where children participate, excel and are proud of their achievements. In order to do this they must be free from the distress caused by the act of bullying.
As part of the Positive Behaviour Policy it was agreed that everyone has a:
- Right to learn & responsibility to behave in a way which enables others to learn
- Right to be safe and the responsibility to behave in ways which keeps everyone else safe both emotionally and physically

We aim to provide a listening, supportive and restorative approach, which enables effective communication between all parties. The aims set out below reflect the overarching aim of this policy: to help children to flourish academically, socially and emotionally in a safe and secure school environment.

Our school's stated aims are to:	Outcomes
• Create a disciplined yet caring environment where children feel valued and secure.	Children feel valued and secure within a caring and disciplined environment

• Encourage children to realise their own individual potential and develop a sense of self-worth.	Children are confident and achieve
• Identify individual barriers to learning and work collaboratively to reduce them.	Staff and children work together to reduce the barriers which block effective learning

The key principles which underpin our Anti-Bullying Policy are taken from the Governors' Statement of Written Principles which is found in the school's Positive Behaviour Policy on page 5:

All members of Earlview's School Community – pupils, parents/ carers, staff (T/NT) & Governors:
1. Should show respect and a caring attitude to one another
9 Are entitled at all times to play, work, learn and teach in a safe, secure, happy and caring environment.
10 Will work in partnership to identify and meet the needs of those pupils who need additional support to achieve their potential.

Unacceptable Behaviours including Bullying Behaviour

There are many forms of socially unacceptable behaviours which can be grouped under the following categories such as:

- Physical – punch, kick etc.
- Verbal – name calling, threats etc.
- Social Exclusion
- Indirect - Spreading rumours, gossiping, covert etc.
- Cyber – The use of technology to complete verbal and indirect behaviours.

Unfortunately, such behaviours are often seen within schools and although they are types of unacceptable anti-social behaviours they are not always bullying behaviour.

Following consultation with pupils, parents / guardians, governors and staff, we have agreed that socially unacceptable behaviours **becomes bullying behaviour when the following features outlined in our definition below are evidenced:**
The School's Definition

Bullying behaviour:
- usually repetitive and may be prolonged and persistent.
- Causes a great deal of intentional harm, hurt and distress – emotional and physical.
- Is intentional and targeted.
- Usually involves one party / parties having an imbalance of power over another / others.

MOTIVATION:
Various themes or 'motivations' often underpin bullying behaviour. This list below indicates possible themes such as:

- Personal appearance
- Racist
- Religious/Sectarian
- Homophobic
- Transphobic
- Disablist/ 'Ablist'
- Sexist
- Relationship breakdown
- Unknown
- Other

The above list is not exhaustive.

Preventative Measures – re in school and while travelling to and from school*

Prevention of bullying behaviour is a priority for Earlview Primary School and Nursery. Therefore, we actively implement preventative measures (these measures are kept under review and will be amended in light of new legislation/and /or experience gained from dealing with 'new' issue), which seek to promote positive behaviour and educate children about the impact of their behaviour towards others for example when using electronic communication.

This includes, but is not limited to:

- Staff effectively delivering the Personal Development and Mutual Understanding and the Preventative curriculum to pupils across all the Key Stages.
- Educating and empowering pupils to identify and report concerns.
- Delivery and formulation of the school's Positive Behaviour Policy.
- Ensuring all staff are trained to identify bullying behaviour through on-going CPD training opportunities.
- Staff and young people work together to develop a shared understanding of what constitutes bullying behaviour and how it is different from socially unacceptable behaviours and are able to distinguish between using agreed criteria.
- Effective supervision of children at all times throughout school.
- Promoting positive relationships amongst all staff and pupils.
- Encouraging children to be open and share feelings (for example through impromptu Circle Time to tackle particular issues, use of Worry/Feelings boxes etc.)
- Implementing and monitoring the playground 'Buddy System'.
- Addressing issues through school assemblies and wall displays.
- School council termly discussion of campaigns / playground and classroom rules.
- Whole school involvement in NIABF's Anti-bullying week (November).

Consultation and participation arrangements

Parents/carers, Pupils, governors and staff have regular opportunities to:

- Review policy
- We use the current ETI Safeguarding proforms
- Identify key issues arising from feedback received to inform and guide the School Development Planning process (SDP).
- Use emotional mapping to identify and manage school hot spots.
- Involve School Council representatives in policy development and review.
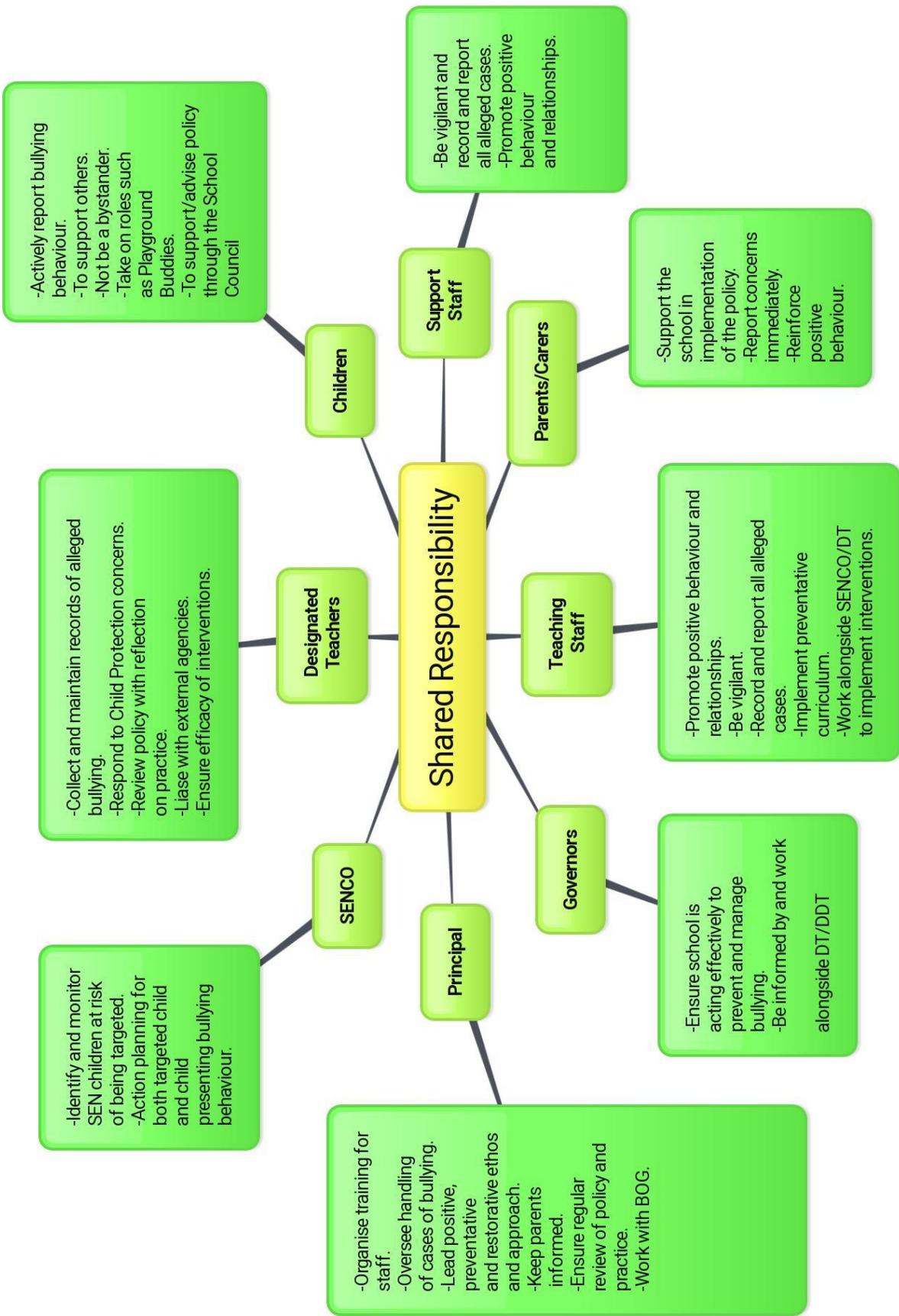
Governors will:

- Ensure consultation takes place
- Keep prevention measures under review and ensure copies are made available for parents and staff.
- Monitor and assess policy outcomes (Reoccurring item on the Agenda - Governor minutes for evidence).
- Participate in on-going policy review.

Pupils will:

- Actively participate in School Council Anti-Bullying activities such as designing posters, creating class and school anti-bullying charters, aide -memoirs

Responsibilities

Everyone in the school community has a role in the prevention and handling of bullying incidents. Earlview Primary School and Nursery operates on the principle of shared responsibility. The chart on the following page details the main responsibilities of all key stakeholders.

Shared Responsibility

Children
- Actively report bullying behaviour.
- To support others.
- Not be a bystander.
- Take on roles such as Playground Buddies.
- To support/advise policy through the School Council

Support Staff
- Be vigilant and record and report all alleged cases.
- Promote positive behaviour and relationships.

Parents/Carers
- Support the school in implementation of the policy.
- Report concerns immediately.
- Reinforce positive behaviour.

Designated Teachers
- Collect and maintain records of alleged bullying.
- Respond to Child Protection concerns.
- Review policy with reflection on practice.
- Liase with external agencies.
- Ensure efficacy of interventions.

Teaching Staff
- Promote positive behaviour and relationships.
- Be vigilant.
- Record and report all alleged cases.
- Implement preventative curriculum.
- Work alongside SENCO/DT to implement interventions.

SENCO
- Identify and monitor SEN children at risk of being targeted.
- Action planning for both targeted child and child presenting bullying behaviour.

Governors
- Ensure school is acting effectively to prevent and manage bullying.
- Be informed by and work alongside DT/DDT

Principal
- Organise training for staff.
- Oversee handling of cases of bullying.
- Lead positive, preventative and restorative ethos and approach.
- Keep parents informed.
- Ensure regular review of policy and practice.
- Work with BOG.

Expression of Concern

THE PROCESS
The diagram below is taken from the "Effective responses to bullying behaviour" (NIABF resource) It illustrates the process to be followed when an incident of alleged bullying is reported to the school.

Procedures

All allegations of bullying **must be reported** to the Principal/Designated Teacher for Child Protection.   The Designated /Deputy Designated teachers will maintain the register of recorded incidents together with details of how the allegation was managed and the outcomes achieved

In the case of alleged bullying, the staff member who responds must first establish the facts of the incident and begin the information gathering process.

This will include:

- Interviewing the alleged target/s and pupil/s displaying bullying behaviour and where possible any adult/s or child witnesses
- Completing a Bullying Concern Assessment Form (see appendix 1)
- Decide on an appropriate intervention using the NIABF resource: Effective Responses to Bullying Behaviour.

The Updated Bullying Concern Assessment form (BCAF) (Appendix 1) will help the staff member to determine on the basis of collated evidence whether the alleged 'bullying behaviour' fits both the agreed and the 2016 definition of bullying behaviour.

If on the basis of the collated evidence the alleged behaviour is <u>shown not to meet</u> the criteria for bullying behaviour (see page 3), then the teacher will refer to the school's Positive Behaviour Policy.

We as a school still have the right to decide if a one-off incident is bullying behaviour provided it meets exceptional criteria (see the updated section in the Updated BCAF).

Recording and Reporting

The flow charts on the following two pages explain the process of a report.

Report made by a pupil

Pupil reports incident to teacher, classroom assistant or playground supervisor

Classroom assistant or supervisor reports to class teacher

Teacher completes report form after investigating the incident and informs principal if further action must be taken

Principal interviews all parties concerned

Bullying Concern Assessment Form completed.
On the basis of the evidence gathered a joint decision is taken regarding whether the alleged bullying behaviour has or has not met our updated definition of what constitutes bullying behaviour.

Not
Bullying
Behaviour

**Is
Bullying
Behaviour**

Parents/carers informed of the decision/outcome by phone call or letter

After investigation, appropriate sanctions will be applied and appropriate support provided

socially unacceptable behaviour – Positive Behaviour Policy

(monitored to ensure that the socially unacceptable behaviour is reduced)

Bullying behaviour Anti-Bullying Policy Behaviour monitored to ensure restoration of relationships

Report made by a parent/carer

Teacher completes report form after investigating the incident and informs principal on the basis of evidence if further action must be taken

⬇

Principal or a senior member of staff interviews all parties concerned

⬇

Bullying Concern Assessment Form completed.
On the basis of the evidence gathered a decision is taken regarding whether the alleged bullying behaviour has or has not met our Updated definition which is in line with the 2016 definition
of what constitutes bullying behaviour.

⬇

Not Bullying Behaviour   Parents/carers informed of outcome by phone call or letter   **Is Bullying Behaviour**

⬇

After investigation, appropriate sanctions will be applied and appropriate support provided.

⬇

| Socially unacceptable Positive Behaviour Policy | Bullying behaviour Anti-Bullying Policy |

Interventions: Aims and Support provisions

The key aim of restorative work is to help young people take responsibility for their choices and take action to put things right/make things better – they can be taught conflict resolution and problem solving strategies.

To provide support for target/ targets.	• To be believed. • To be supported in overcoming the distress. • To choose the strategies, which will help them cope with the negative impact of bullying behaviour. • To strengthen individual resilience.	• Individual Behaviour Plan (IBP – Code of Practice Level 1-3). • Risk Reduction Plan (Code of Practice Level 1-3). • The Support Group Method (see Effective Responses to Bullying Behaviour document NIABF, 2011).
To reduce the bullying behaviour of the child / children presenting the behaviour.	• To raise their awareness of the feelings and emotions of others. • To recognise the impact of their actions on others. • To develop emotional intelligence and empathy. • To work actively together with other to reduce their bullying behaviour. • To acknowledge when they have harmed someone and to know what to do to put it right.	

Earlview Primary School and Nursery takes a **restorative** approach in regards to intervention. Through direct links with the Special Educational Needs Policy support will be provided through implementing one or more of the following interventions:

The key restorative strategies listed below will be used to inform and guide the development of the above interventions:

- Adopting a Solution Focused Approach.
- Enabling pupils to take responsibility for their behaviour – through Worth a Re-think/ Think Discussion Sheet.
- Engaging in dialogue and effective communication.
- Helping pupils to understand the effect of their behaviour on others e.g. through participation in the Support Group Model.
- Undoing harm.

In any support interventions pupils and staff will together evaluate the effectiveness of the strategies and outcomes obtained.

Any bullying intervention should also include some of sanction in response to unacceptable actions and behaviour in line with school's Positive Behaviour Policy.

A suspension may be considered once other interventions have failed or required for example to enable a risk reduction action plan to be agreed should an exceptional and serious safety situation arise.

Outcomes - Tracking, Monitoring and Assessment of interventions

Staff will work with the target / targets and pupils presenting bullying behaviour to ensure pupil participation and on-going self-assessment of their progress in meeting individual targets (see Special Educational Needs and Disability Act NI 2016 and Quality Indications for The Work of SEN Co-ordinators DENI, 2011).

The Anti-Bullying Register
The Designated Teacher for Child Protection will keep a record of all alleged bullying incidents (using Sims) and track and monitor the outcomes of any planned interventions.
All cases of bullying and subsequent interventions must be monitored and policy reviewed bi-annually.

Policy Review

This policy and the prevention measures will be reviewed bi-annually, or following any case of bullying present in the school to ensure that it is meeting the needs of the child and effectively reducing and managing bullying behaviour.
The Designated Teacher for Child Protection will carry out the review, in conjunction with the wider school community.

Professional Development of Staff

The Principal is responsible for the organising of regular and targeted training and Continuing Professional Development related to the preventing and handling of bullying.

The Principal will work in partnership with the Designated Deputy Teacher to plan for the promotion of the school's anti-bullying message under the remit of Safeguarding and Child Protection.

Appendix 1 - **Bullying Concern Assessment Form**

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments

PART 1 - Assessment of Concern   *Date:*

Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:

"bullying" includes (but is not limited to) the repeated use of —
>   *(a)   any verbal, written or electronic communication*
>   *(b)   any other act, or*
>   *(c)   any combination of those,*
>   *by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.*

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

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)

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?	**.**
Is the behaviour targeted at a specific pupil or group of pupils?	
Is the behaviour repeated?	
Is the behaviour causing physical or emotional harm?	
Does the behaviour involve omission? (*may not always be present)	

In addition to the above criteria Earlview will also take the imbalance of power/lack of resilience into consideration when determining the nature of the alleged behaviour.

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 criterial 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 .

Agreed by _____

Status   _____

On   ___/___/___

PART 2

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 ____Family backgrounds_____

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR Both pupils

Pupil Name: **Year Group/Class:**

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/carer:
Other Agencies: N/A

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: