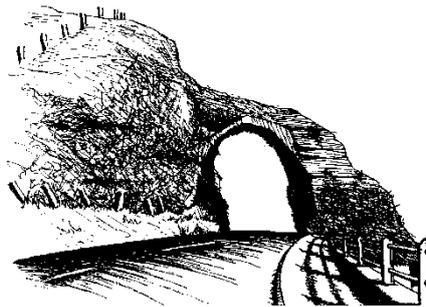


St Patrick's Primary School, Glenariff



Anti-Bullying Policy 2022

Signed: _____

Dated: _____

(Chairperson of the Board of Governors)

Signed: _____

Dated: _____

(Principal)

Section 1 – Introduction and Statement

At St Patrick’s Primary School, we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe, happy and secure environment where confidence, independence and wellbeing can flourish.

Section 2 – Context

This policy is informed and guided by the following current legislation and DE Guidance listed below:

The Legislative Context:

- * The Addressing Bullying in Schools Act (Northern Ireland) 2016
- * The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
- * The Education (School Development Plans) Regulations (Northern Ireland) 2010
- * The Children (Northern Ireland) Order 1995
- * The Human Rights Act 1998
- * The Health and Safety at Work Order (Northern Ireland) 1978

The Policy & Guidance Context

- * The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- * Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
- * Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)
 - Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)
 - Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

The International Context

- * United Nations Convention on the Rights of the Child (UNCRC)

Duties placed on Board of Governors and Principals as a result of current legislation and guidance:

‘Addressing Bullying in Schools Act (Northern Ireland) 2016’ The new provisions introduced by this Act have now been brought into operation. St Patrick’s Primary School recognises the need to consider the contents of this Act when addressing bullying or allegations of bullying in our school.

It places the following duties on Board of Governors:

- *to secure measures to prevent bullying.*
- *to keep a 'Record of Incidents' of all incidents of bullying or alleged bullying involving a registered pupil/s at the school.*

The '**Welfare and Protection of Pupils Education and Libraries (NI) Order 2003**' (DE Circular 2003/13 which amends Article 3 of 1998 NI Order as follows: '**Article 17- Duty to Safeguard and Promote the Welfare of Pupils**'

requires the Board of Governors 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 (Article 17: 2)*
- *consult with registered pupils on the general principles which will be reflected in the school's discipline policy (Article 19: 13 & 14)*

and the Principal to:

- *when deciding on measures which will be used to encourage good behaviour in the school must specifically include measures to prevent bullying among pupils (Article 19:14)*
- *before deciding on measures to encourage good behaviour the principal must consult with pupils registered at the school and their parents" (Article 19:14)*
- *All schools will need to be satisfied that their current discipline policy deals with the prevention of bullying among pupils in a sufficiently clear and robust way to satisfy the new legal requirement (Article 19:15)*

'The Education (2006 Order) (Commencement No. 2) Order (Northern Ireland) 2007- DE circular 2007/20' – 'Duty to promote good behaviour, discipline and welfare'

places the following implications for Area Learning Communities:

- 19 *Since schools may expect to have unregistered pupils attending them from other schools, **Boards of Governors must safeguard and promote the welfare of all pupils attending their school, whether registered or not**, when they are on the premises of the school or in the lawful control or charge of a member of staff of the school.*
- 20 *the responsibilities of Boards of Governors and principals for ensuring that policies are pursued to promote good behaviour and discipline among registered pupils are extended to cover all pupils attending the school whether registered or not.*

In considering the above legislation and guidance, the Governors will:

- Secure a preventative, responsive and anti-bullying ethos, in association with other relevant policies, to ensure a safe, inclusive, happy, organised and engaging school environment.
- Have overall responsibility for ensuring the Anti Bullying Policy is in place and updated every four years.

- Keep a 'Record of Incidents' of all incidents of bullying or alleged bullying involving a registered pupil/s at the school.
- Support the principal in following the guidelines and practices agreed in the policy.
- Monitor and evaluate the effectiveness of strategies promoted in the policy.
- Consult with the school community on the general principles and practices reflected in the policy.

To ensure the above are carried out effectively the Board of Governors will ensure:

- Anti-bullying will be a standing item on the termly meetings.
- To consider the views/feedback of the school community in relation to anti bullying to inform and guide whole school development planning with regards to targets, success criteria and outcomes.

The Principal will:

- Ensure this policy and associated policies are implemented consistently throughout the school.
- Facilitate any necessary staff development in relation to behaviour management and anti-bullying.

Section 3 – Ethos & Principles

In St Patrick's Primary our motto is "We are all valued. We always do our best" and this refers not only to our learning, but how we interact with others.

The Catholic Ethos permeates all aspects of school life. We have been made in God's image and likeness so that we have the capability to know and love as God does. This is central to the values, attitudes, beliefs and practices of our Catholic Faith and involves all members of the school community.

Our children are supported and guided to always do their best and reach their full potential on a personal, social, emotional and intellectual level. We are a caring school and place importance on good relationships within our community where pupils, staff, parents and governors have a voice and a sense of belonging.

Aim of Policy

In St. Patrick's Primary School, we strive to prevent bullying and deal with bullying when it occurs by following the aims below.

1. Promote a safe, inclusive, happy, organised and engaging environment free from threat, harassment and any type of bullying behaviour.
2. Foster caring attitudes which promote and guide to independence, self-respect, self-esteem, self-discipline, confidence, courtesy, good manners and respect for everyone.
3. Provide high standards of pastoral care and child protection in every aspect of school life.
4. Commit to a preventative, responsive and restorative anti-bullying ethos.
5. Develop enquiring minds which can form opinions, ask questions, make informed decisions and get involved.
6. Assist in the provision of a positive and supportive atmosphere for those affected by bullying behaviour or involved in bullying behaviour.

7. Provide our pupils with the essential life skills so they can become contributing members of society.
8. Promote a strong school community spirit by working in partnership with the parents, the parish and the local community.
9. Develop an understanding of the world we live in, of the interdependence of people, and respect for other religious beliefs.
10. Recognise the importance of celebrating diversity and uniqueness in our school community and the wider world.

Section 4 – Consultation and Participation

This policy has been developed in consultation with pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

The processes of how consultation took place included:

- Class-based activities
- Whole school online questionnaires distributed to pupils in P.4 – P.7
- Online questionnaires distributed to all parents/carers
- Whole staff, parents, pupils and governors were involved in the development of the policy. Verbal and written feedback was provided and recommendations/modifications made.

Section 5 – What is Bullying?

“Addressing Bullying in Schools Act (NI) 2016” - Definition of “bullying”:

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

(a) any verbal, written or electronic communication,

(b) any other act, or

(c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

(2) For the purposes of subsection (1), “act” includes omission.

We asked the pupils to define what they believed to be bullying and recorded some of their thoughts (See Appendix 1). The staff and pupils came up with the definition below.

St Patrick’s Primary School believes:

Bullying is behaviour that is usually repeated and carried out on purpose, to cause physical and/or emotional hurt to another or others.

In St. Patrick’s we recognise that there is a continuum of inappropriate/unacceptable behaviours which can impact on everyone’s right to be safe and happy. When we feel that inappropriate/unacceptable behaviours do not meet the criteria for bullying, they will be dealt with in line with the school’s Positive Behaviour Policy’s procedures.

Inappropriate/unacceptable behaviours which we recognise as bullying will be dealt with according to procedures set out in our Anti-Bullying Policy.

We will consider if the inappropriate/unacceptable behaviours **BECOME BULLYING BEHAVIOURS** when the information, gathered from a combination of conversation and observations, clearly demonstrates that the inappropriate/unacceptable behaviours meet the criteria below:

- intentional
- targeted at a specific pupils or group of pupils
- repeated*
- causing physical or emotional harm
- omission

***However, while bullying is usually a repeated behaviour, there are instances of one-off incidents that we will consider as bullying.**

When assessing a one-off incident, to make a decision on whether to classify it as bullying, we 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

The following inappropriate/unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

* **Verbal or written acts**

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

* **Physical acts**

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

***Omission (Exclusion)**

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

*** Electronic Acts**

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

This not an exhaustive list and other behaviours which fit with the definition may be considered bullying behaviour.

Motivations

The various motivations behind bullying include but are not limited to:

- * Age
- * Appearance
- * Breakdown in peer relationships
- * Community background
- * Political affiliation
- * Gender identity
- * Sexual orientation
- * Pregnancy
- * Marital status
- * Race
- * Religion
- * Disability / SEN
- * Ability
- * Looked After Child status
- * Young Carer status

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, in St Patrick's we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child by describing the situation surrounding that child, for example:

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

We encourage all members of the school community to use this language when discussion bullying incident

Definition of emotional and physical harm which are set out in the DE Guidance.

In determining 'harm' we define:

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

Section 6 – Preventative Measures

In St Patrick's the following measures are in place to prevent bullying among pupils:

- * Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- * Promotion of anti-bullying messages through the curriculum e.g. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
- * Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU.
- * Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- * Through the preventative curriculum actively promote positive emotional health and wellbeing (eg. mindfulness training). We are working towards Take 5 School Accreditation.
- * Participation in the NIABF annual Anti-Bullying Week activities
- * Engagement in key national and regional campaigns, eg Safer Internet Day, Friendship Week,
- * Development of peer-led systems (eg. School Council) to support the delivery and promotion of key anti-bullying messaging within the school
- * Development of effective strategies for playground management, eg. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches, play stops) and provision of a variety of play options to meet the needs of all pupils.
- * Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- * Development of effective strategies for the management of unstructured times (eg. break time, lunch)
- * Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example sporting activity, creative arts, leisure and games, etc.

We are also committed to the prevention of bullying behaviour on the way to and from school. Measures include:

- * Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- * Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. This may include the implementation of peer monitoring systems on buses and for those walking.
- * Engagement, when necessary, with transport providers (eg. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- * Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community.
- * Appropriate deployment of staff to support the transition from school day to journey home (eg. staff duty at school gates/bus stop, where appropriate)

The **'Addressing Bullying in Schools Act (Northern Ireland) 2016'** gives schools the authority to take steps to prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school. In St Patrick's we raise awareness of the nature and impact of online bullying and support our pupils to make use of the internet in a safe, responsible and respectful way by:

- * Addressing key themes of online behaviour and risk through PDMU, including understanding how to respond to harm and the consequences of inappropriate use.
- * Participation in Anti-Bullying Week activities.
- * Engagement with key statutory and voluntary sector agencies (eg. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- * Participation in annual Safer Internet Day and promotion of key messages throughout the year.
- * Development and implementation of robust and appropriate policies in related areas (eg. Acceptable Use of the Internet Policy, Mobile Phone Policy, e- Safety Policy, etc.)
- * Using the 360 Self- evaluation tool to monitor and evaluate.
- * Use of the resource Project Evolve for online safety lessons.
- * Use of NSPCC Speak Out, Stay Safe videos/resources.

On occasions where our pupils receive educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school, the class teacher will remind the pupil/pupils about the importance of good behaviour and being mannerly with other children/ adults. The staff involved will be asked to observe and note any behaviours that may be a bullying concern and procedures will be followed in line with this policy.

Section 7 – Responsibility

Everyone in our school community, including pupils, their parents/carers, governors and staff are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together to:

- * foster positive self-esteem
- * behave towards others in a mutually respectful way
- * model high standards of personal pro-social behaviour
- * be alert to signs of distress* and other possible indications of bullying behaviour
- * inform the school of any concerns relating to bullying behaviour
- * refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- * refrain from retaliating to any form of bullying behaviour
- * intervene to support any person who is being bullied, unless it is unsafe to do so.
- * report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- * emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
- * explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- * listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- * know how to seek support – internal and external
- * resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties.

Section 8 – Reporting a Bullying Concern

Pupils Reporting a Concern

In St Patrick's, through our pastoral/preventative work, we continually encourage pupils to raise concerns with any member of staff, including teaching and non-teaching staff. We also reinforce that ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing the behaviour. Through our preventative work the key message focuses on 'getting help' rather than 'telling'.

Ways of reporting a bullying concern may involve:

- * Verbally - talking to a member of staff
- * By writing a note to a member of staff (e.g. in a homework diary)
- * By posting a comment in a 'worry box'

What can children do if they are being bullied?

Each term, or when incidents occur, class teachers will discuss bullying and reinforce the following strategies with all pupils:

- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Silence gives the person displaying bullying behaviour strength

- Be proud of who you are. It is good to be individual.
- Be assertive – shout **“No!”** Walk confidently away.
- Go straight to a teacher or member of staff.
- Generally, it is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will endeavour to deal with the bullies in a way which will end the bullying and will not make things worse for you.

What do you do if you know someone is being bullied?

- Take action! Watching and doing nothing will not help anyone.
- If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the behaviour without getting you into trouble.
- Do not encourage, or pretend to support, the bullying behaviour.

Parents/Carers Reporting a Concern

Parents/ Carers should raise concerns about alleged bullying behaviour with the school at the earliest opportunity. In St Patrick’s, we stress the need for parents/carers to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to ‘hit back’.

The processes for reporting a bullying concern are:

- * In the first instance, all bullying concerns should be reported to the Class Teacher
- * Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school’s complaints procedure should be followed. This usually involves making a formal, written complaint, to the Chair of the Board of Governors

While the majority of reports of bullying concerns will come from pupils and their parents/carers, the school must be open to receiving such reports from anyone.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Section 9 – Responding to a Bullying Concern

The processes outlined below provide a framework for how the school will respond to any bullying concerns identified. In St Patrick’s, staff are expected to respond to bullying concerns promptly and effectively therefore the processes outlined will ensure that when a bullying concern has been reported, everyone involved in the management of the incident, knows what the procedures are and will implement them immediately.

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

- * Gather information, clarify facts and perceptions
- * Check records for previous incidents and identify behavioural patterns
- * Assess the incident against the criteria for bullying behaviour and on this basis determine whether bullying behaviour has taken place.
- * Use the information gathered to complete part 1 of the 'Bullying Concern Assessment Form' (BCAF)

If on the basis of the information gathered the criteria for bullying behaviour has not been met the inappropriate behaviour will be dealt with under the schools 'Positive Behaviour Policy'.

If on the basis of the information gathered the criteria for bullying behaviour has been met the following processes will be followed:

- * Complete the rest of the BCAF form and implement
- * Identify any themes or motivating factors
- * Identify the type of bullying behaviour being displayed
- * Identify intervention level – level 1-4
- * Select and implement appropriate interventions (level 1-4) for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the 'Effective Responses to Bullying Behaviour' resource
- * Track, monitor and record effectiveness of interventions
- * Review outcome of interventions

When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions and support for those displaying bullying behaviour. (See Appendix 2).

Parents/carers should understand that in St Patrick's information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

Section 10 – Recording

The 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.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

Section 11 – Professional Development of Staff

In St Patrick's we recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This may include:

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

Section 12 – Monitoring and Review of Policy

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

- * maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted
- * identify trends and priorities for action
- * assess the effectiveness of strategies aimed at preventing bullying behaviour
- * assess the effectiveness of strategies aimed at responding to bullying behaviour

This Anti-Bullying Policy shall be reviewed every four years, or earlier as required, in consultation with pupils and their parents/carers.

Section 13 – Links to Other Policies

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

- * Positive Behaviour Policy
- * Safeguarding and Child Protection Policy
- * Special Educational Needs Policy
- * Health and Safety Policy
- * Relationships and Sexuality Education
- * E-Safety & Acceptable Use of Internet Policy

APPENDIX 1

WHAT IS BULLYING?

Thoughts of the children in St Patrick's, Glenariff

Foundation pupils

"A person is getting hurt and somebody won't stop. They are not joking."

"People hurting other people's feelings and being bad to them."

"If they don't stop hitting you, that's bullying."

KS1 Pupils

"Bullying is sometimes online- sending bad words on the chat."

"Bullying is saying hurtful words"

"Bullying is being mean again and again."

"Bullying is pushing over and over again when people say stop it."

KS2 Pupils

"Bullying is when someone doesn't let you play their game every day."

"Bullying is when someone annoys you on purpose."

"Bullying is making people feel insecure about themselves."

"Bullying is hurting someone physically or mentally"

"Bullying is sending negative messages online"

"Bullying is hurting people inside and outside, mostly more than once."

"Bullying is bold behaviour"

"Bullying can be a bit violent and not very nice behaviour and you shouldn't be doing it"

APPENDIX 2

Sanctions

A number of sanctions are available as a deterrent or punishment for a child displaying bullying behaviours. These include:

- Playtime and/or lunchtime detention
- Loss of Golden Time or other privileges
- Time out with another member of staff
- Loss of position of responsibility

Persistent or severe cases may lead to fixed term exclusion being applied, for example, parents may be asked to take their child home early. His/her behaviour will be carefully monitored until staff are satisfied that the problem has been resolved.

If a pupil's bullying behaviour persists the parents will be asked to assist in remedying the situation with the school. When all normal channels have been exhausted it may be necessary to apply the school discipline policy which might involve suspension and in extreme cases expulsion.

As the behaviour improves, then sanctions may be lifted and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught displaying bullying behaviour. The class teacher and/or Principal will continue to monitor the situation by observing playtimes/ lunchtimes and having discussions with the children involved to ensure no repetition.

Support

Child Experiencing Bullying Behaviour - Support for this pupil is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the child does not suffer any long-term effects. After a period of time the Principal will meet with the child to reassess the situation and the relationship between those involved. Pupils who have experienced bullying behaviour will be supported by:

- Offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice
- Reassuring the pupil that what has happened is not their fault
- Offering continuous support
- Providing strategies to build self-esteem and confidence.

Child Exhibiting Bullying Behaviour- It is recognized that support must also be given to the child displaying bullying behaviour. Sanctions against the child are intended to change or modify behaviour rather than label anyone as a bully. If a sanction has been imposed, or not, the school will try to implement procedures such as:

- Positive behaviour strategies
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Involvement of other agencies and services such as an Educational Psychologist and the Behaviour Support Team
- Maintain contact with the parents