



ANTI BULLYING POLICY

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|---|-------------------------|
| Date of next policy review | 2025 |
| Name of person responsible for this policy | Peter Henry |
| Issued to | Staff, Governors |
| Date of issue | Nov 2023 |

ANTI-BULLYING POLICY CONTEXT

This policy is informed and guided by current legislation and Department of Education (DE) guidance listed below:

The Legislative Context:

- Health and Safety at Work NI Order 1978 The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (Northern Ireland) Order 1998 Article 3 – see DE 1998/25
- WELFARE & PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003
- THE EDUCATION (2006 ORDER) (COMMENCEMENT NO.2) ORDER (NORTHERN IRELAND) 2007
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- Addressing Bullying in Schools Act (Northern Ireland) 2016

Guidance from the Department of Education (DE):

- Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR DE, 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools DE 2017 – *to be read in conjunction with the following:*
- 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's (SBNI) Policies and Procedures 2017
- Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors 2019

The key points to note are:

The Addressing Bullying in Schools Act (Northern Ireland) 2016:

- Provides a legal definition of bullying.
- Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
- Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
- Sets out under which circumstances this policy should be applied, namely:
 - In school, during the school day
 - While travelling to and from school
 - When under control of school staff, but away from school (eg. school trip)
 - When receiving education organised by school but happening elsewhere (eg in another school)
- Requires that the policy be updated at least every four years.

The Education and Libraries Order (NI) 2003, requires the Board of Governors to:

- 'Safeguard and promote the welfare of registered pupils' (A.17)

SCHOOL MISSION STATEMENT

This anti-bullying statement reflects the school mission statement:

“In Largymore we are committed to creating and maintaining a safe, stimulating, positive and caring school community where each child achieves success and mutual respect is valued”

General Aim

As a highly pastoral and nurture based school, the staff in Largymore will not tolerate bullying and the diminishment of our Pastoral Policy. **Our aim at Largymore is to provide a place where effective learning will take place in a safe, secure and happy environment.** In order to achieve this, we must *act swiftly* when a case of bullying occurs. All members of staff share these values and work to ensure a **child-centred approach** in which caring is a shared responsibility of all staff. These values underpin and shape all our policies.

Links with other school policies

This anti-bullying policy forms part of the school’s overall Pastoral Care policies.

It links with the Safeguarding & Child Protection policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies.

It links with the Positive Behaviour policy in which the school outlines the types of behaviour which are considered appropriate and inappropriate, together with the sanctions which will be used as part of the disciplinary process.

It links with our e-Safety policy and Social Media policies.

At any time, school will refer to the revised DENI January 2022 document **“Effective Responses to Bullying Behaviour”** for help, guidance, and direction.

What is bullying?

The term bullying refers to a range of harmful behaviour both physical and psychological. It can cause embarrassment, pain or discomfort to someone else. It can take a number of forms; physical, verbal, making gestures or exclusion. It is the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of others. It may be planned and organised.

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.

All bullying behaviour usually has the following features:

- It is intentionally harmful.
- It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
- It causes distress.

SPECIFIC AIMS OF ANTI-BULLYING POLICY

- To maintain a secure, safe and happy environment for all our children and staff.
- To nurture, care and respect as an individual.
- To enhance the self-esteem of all.
- To prevent, as far as possible, bullying in any form.
- To deal with any incidents consistently and promptly.

SIGNS OF BEING BULLIED

Physical signs may include:

- Having a mystery illness particularly before break/lunch especially
- Feeling sick frequently/not wanting to come to school
- Having possessions go missing
- Having damaged clothing or belongings
- Having an unexplained injury/mark.

Emotional signs may include:

- Becoming withdrawn and isolated
- Becoming easily startled, irritable or aggressive
- Losing confidence
- Bursting into tears in class

Verbal: signs may include

- name calling

Cyber-Bullying: misuse of technology which causes hurt, embarrassment or offence to others

Why do children remain silent about bullying?

Children are often very frightened to tell adults they are being bullied. There are many reasons that children put up with bullying rather than tell.

Fear

- That the bullying will get worse
- That they will not be believed
- Of being seen as a cry baby
- Of getting the bully into trouble
- Of involving parents in case they get upset or angry
- Of not being taken seriously
- Of being ostracised by other students
- That they deserve it because they are worthless

Ignorance

They may keep quiet because they don't know:

- What to do
- That the treatment they are receiving is bullying
- Where or who to go to for help
- That the school takes it seriously

They may keep silent because they feel that:

- It hasn't been dealt properly with before
- It will get worse
- The bully is popular

Wishful Thinking

They may keep silent hoping:

- That it will go away
- That the bully will get bored and stop
- That the bully will leave
- That the bully will turn their attention to someone else

General Teaching Strategies to deal with bullying in Largymore

In Largymore Primary School we will use the following strategies to deal with incidents of bullying.

Prevention strategies – before it happens

1. **Class rules, rights and responsibilities** are understood and written by children (Home/School/Pupil Agreement).
2. **Whole school assemblies** encouraging kindness and positive behaviour.

3. **Role Play/Drama/ PDMU Preventative Curriculum** E.g. Keeping Safe NSPCC, RE Programme, PDMU & Circle Time, Bullying Awareness Week, Display Posters.
4. **Modelling desirable caring behaviour**, regularly reinforced by teacher/staff example.
5. **Teaching the skills of assertiveness** –Circle Time, School Assemblies.

Assertiveness Training teaches children to: -

- Make assertive statements – saying NO to bullying type behaviour
- Resist manipulation
- Respond to name calling
- Leave a bullying situation
- Enlist support from by-standers/supervisors/teachers
- Boost their own self-esteem
- Remain calm in stressful situations
- **TELL** – see table below

Who to tell?

| PLACE | TIME | STAFF MEMBERS |
|-----------------|-----------------------------|--|
| School Entrance | Morning 8.45 – 9.00 | Mr Henry |
| Classroom | Class hours | Class teacher |
| Playground | Break time 10.30 – 11:00 | Teachers and Adult Assistants on duty (split break) |
| Playground | Lunch time 11:50 -1.00 | Teachers and Adult Assistants on duty (split lunch) |
| School Entrance | 3.00-4.00pm | Teacher on duty/ Facilitator for afterschool activities. |

PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING

Staff must act swiftly to deal with it.

1. Listen carefully to all pupils involved.
2. Assure the victim(s) that the matter will be dealt with as soon as possible.
3. Inform class teacher or Mr Henry. Record the incident using the Bullying Concern Assessment Form (BCAF) (*Appendix 1*) and place in the Pastoral File. A copy of this form must also to be given to Mr Henry.
4. Depending on the nature of the severity of the bullying incident, a **record of support and interventions for the pupil(s) experiencing bullying behaviour** (*Appendix 2*) as well as a **record of support and interventions for the pupil(s) displaying bullying behaviour** (*Appendix 3*) may also need to be completed.
5. Parents will be kept fully informed of any incidences of suspected bullying. This will include any action(s) the school will be taking in response to behaviour as well as offering parental recommendations of how they can support their child at home. School will endeavour to seek parental support but it is not necessary if a course of action is deemed necessary, especially if there are repeated incidents of bullying.
6. According to severity of the bullying incident(s) a **review of the bullying concern** may be required (*Appendix 4*)

Supervisor's Role

The break and lunch time supervisors' role is vital in counteracting bullying in the playground and elsewhere. They should: -

- Understand how serious bullying can be for some children.
- Attend staff meetings and training sessions.
- Contribute to the making of the school policy.
- Ensure that the playground is a safe and friendly place for our children.
- Talk to the pupils – get to know many as possible.
- Help the children to play organised games and join in themselves.
- Intervene positively when behaviour is unacceptable.
- Talk calmly and rationally to children displaying aggressive/bullying behaviour.
- Protect vulnerable children and, where possible, empower them to act themselves.
- Report any bullying incidents to class teacher/Mr Henry.

Parent's Role

Parent's need to talk actively and openly about bullying with their children. In order to do this, we will guide parents into a greater understanding of the serious nature of bullying and urge their support and co-operation to our Bullying Policy. A Parent's Guide on Bullying will be given to parents: -

- (a) at least every two years
- (b) on entry to Largymore Primary School
- (c) referred to in school prospectus

Children's Role

In Largymore Primary School we need to involve our pupils as much as possible in counteracting incidences of bullying through the classroom and whole-school strategies already mentioned. The pupils should have the opportunity to take collective responsibility and have a range of strategies at their fingertips.

Board of Governors

The Board of Governors will be kept informed about the number of bullying incidences in their end of year Pastoral Report. In the severe cases of bullying and/or misbehaviour the appropriate guidelines for suspension/ expulsion as recommended by EA will be carried out.

Addressing Anti-Bullying across the Curriculum

Preventative strategies have a high priority in minimising bullying. Bullying will be specifically addressed across a number of subject areas:

- In Religious Education through assemblies and class masses dealing with respect for others and Christian values;
- Through whole school engagement of NSPCC Keeping Safe Project and CCEA PDMU Programmes
- In Literacy through the use of stories, plays and poems, in drama through the use of role play

Circle Time will be used in all classes to enhance and encourage co-operation among children and to provide a safe and secure atmosphere in which children can raise issues of concern.

Monitoring and review of the anti-bullying policy

Implementation of this policy will be monitored by the principal and designated teacher for child protection. A report on implementation will be provided annually to the Board of Governors, contained within the overall report on pastoral care provision.

This policy will be formally evaluated and reviewed every two years.



Pastoral Care Note

Appendix 1

Pastoral Care

Date:

Nature of Incident:

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Individuals Involved:

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Action Taken:

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Follow-Up:

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Signed:.....

Date:

Bullying Concern Assessment Form (BCAF)

Appendix 2

Incident Date:

| Pupils Involved | Role | Incident Date | Gender | DOB | Year and Reg |
|-----------------|------|---------------|--------|-----|--------------|
| | | | | | |
| | | | | | |

| Incident | Comments |
|------------------|----------|
| Bullying Concern | |

PART 1 - Assessment of Concern

Date:

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

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

- (a) any verbal, written or electronic communication*
- (b) any other act, or*
- (c) any combination of those,*

by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

| | Name(s) | Gender | DOB/Year Group |
|--|---------|--------|----------------|
| Person(s) reporting concern. | | | |
| Name of pupil(s) experiencing alleged bullying behaviour. | | | |
| 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? | YES / NO |
| Is the behaviour targeted at a specific pupil or group of pupils? | YES / NO |
| Is the behaviour repeated? | YES / NO |
| Is the behaviour causing physical or emotional harm? | YES / NO |
| | |
| Does the behaviour involve omission? (*may not always be present) | YES / NO |

One-off Incident

When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:

| Criteria: | Information gathered: |
|---|------------------------------|
| severity and significance of the incident | |
| evidence of pre-meditation | |
| Significant level of physical/emotional impact on individual/s | |
| Significant level of impact on wider school community | |
| Status/nature of previous relationships between those involved | |
| Records exist of previous incidents involving the individuals | |

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

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 _____

Part 3a

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

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name:

Year Group/Class:

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent/ carer informed:

Date:

By whom:

Staff involved:

| Date | Stage on Code of Practice | Type of Intervention | Success Criteria | Action taken by whom and when | Outcome of Intervention | Review |
|------|---------------------------|----------------------|------------------|-------------------------------|-------------------------|--------|
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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 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: