

# Ballymacward Primary School



## Anti-Bullying Policy

Reviewed On: September 2024

Next Review Date: June 2025

## **Introduction:**

The governors and staff of Ballymacward Primary School are completely opposed to bullying and will not tolerate it. It is contrary to the values and principles we live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute in whatever way they can to the protection and maintenance of such an environment. New Anti-Bully Legislation was introduced in September 2021 implementing the Addressing Bullying in Schools Act (Northern Ireland) 2016.

## **The Aims of our Anti-Bullying Policy:**

- To maintain a secure, safe and happy environment for all our children and staff.
- To prevent, as far as humanly possible, bullying in any form.
- To deal consistently and promptly with any incidents of bullying that may arise.
- To record any incidents of bullying correctly on SIMS.

## **Definition of Bullying:**

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which must be used.

### **Addressing Bullying in Schools 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.**

A statement on the definition should be included here, to support understanding. This statement must reflect the legal definition, for example:

***Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.***

***The following 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 (eg. photographs or videos) online to embarrass someone**

Motivations behind bullying, including those named in the Act. These include, but are not limited to:

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

***Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussion 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 b 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 adversely a pupil's self-esteem.***
- \* ***Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cut***

### **Preventative Measures:**

The following measures will be taken to promote a strong Anti-Bullying ethos within the school:

- 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 eg. 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).
- Participation in the NIABF annual Anti-Bullying Week activities.
- Engagement in key national and regional campaigns, eg Safer Internet Day.
- 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 and provision of a variety of play option 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.

### **Preventative measures to prevent bullying behaviour on the way to school:**

In Ballymacward we are in a rural location where children have to be dropped to school by parents/family members/family friends/taxi/child minders etc, we will use the following preventative measures to help prevent bullying behaviour on the way to and from school:

- 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 school transport.
- Regular engagement 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 (eg. local shops, cafes, service providers, residents, etc).
- Appropriate deployment of staff to support the transition from school day to journey home (eg. staff duty at school gate/bus stops, where appropriate).

Addressing bullying behaviour through the use of electronic communication (cyber bullying): In Ballymacward we will raise awareness of the nature and impact of online bullying and support pupils to make use of the internet in a safe, responsible and respectful way. This will include:

- 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).

**The success of our anti-bullying policy depends on the roles and responsibilities of governors, staff, pupils and parents.**

#### **Responsibilities of the board of Governors:**

- Determine measures to prevent bullying.
- Ensure that the school's Anti-Bullying Policy is effectively implemented within school.
- Ensure that the Anti-Bullying Policy is developed and reviewed in consultation with pupils and their parents/carers.
- Must take due regard to guidance from the Department of Education.
- Ensure that the Principal acts in accordance with the scheme prepared by the Catholic Council for Maintained Schools (CCMS) under Article 49 of the 1986 Order as amended by Article 39 of the 1993 Order and in line with the Addressing Bullying in School Act (Northern Ireland) 2016.
- Monitor and review the effectiveness of the policy annually.
- 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.

#### **Responsibilities of all Staff:**

- The staff will foster in our pupils, self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect in our pupils.
- Discuss bullying with all classes so that every pupil learns about the damage it causes to both the child who is bullied and to the bully, and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to a member of the Safe Guarding Team.

- Keep records of reported incidents in class Record of Concern book and where there is a repeated incident of bullying, report the matter promptly to Mr Kennedy (Principal & Deputy Designated Teacher for Child Protection) or Mrs Yakdan (Designated Teacher for Child Protection).
- Follow up any complaint by a parent about bullying and report back promptly and fully on the action that has been taken.
- Deal with observed instances of bullying promptly and effectively in accordance with agreed procedures.
- Use circle time and school assemblies to promote opportunities to discuss the subject.
- Display posters around the school to combat bullying.
- Promote "Buddy system".
- Classroom assistants and teachers on duty should be vigilant in looking for signs of bullying.
- They should report any incident of bullying or suspected bullying to the class teacher or in the absence of the teacher, Mr Kennedy or Mrs Yakdan.
- During lunch times supervisory staff will assist with playground games and help maximise the use children make of the play equipment and playground markings. They will closely monitor children's involvement in activities.
- Staff will complete up to date CPD when needed.

### **Responsibilities of Pupils:**

We expect the pupils to:

- Not suffer in silence if they should become the victims of bullying.
- Refrain from becoming involved in any form of bullying.
- Report to a member of staff any witnessed or suspected instances of bullying.
- Intervene to protect the pupil who is being bullied by reporting the incident to an adult.

### **Advice to parents:**

- Find out the facts.
- Reassure your child that you will do everything you can to sort out the problem.
- Make sure your child knows that bullying is wrong and that no-one deserves to be bullied.
- Stress that he/she needs to tell the truth.
- Accept what your child is saying and allow him/her plenty of time to explain what is happening.
- Write down all facts and explain to your child that you will need to contact the school.

You may wish to speak to the Principal or the Class Teacher. A parent making a complaint about bullying will have a personal response from the Principal or the Designated Teacher, Mrs Yakdan, indicating the investigation which has been carried out and the action being taken.

### **The curriculum and other preventative measures:**

Our curriculum encourages the development of positive relationships and aims to prevent any form of bullying in the school and in the wider community. We do this mainly through Health Education, PDMU, RE and RSE.

Strategies adopted by the school include:

- The school ethos.
- The school mission statement and aims of the school.
- The general school environment.
- Supervision at lunchtimes, breaks, before and after school.
- Supervised internet access and filtered access (C2K).
- The use of assemblies to raise awareness.
- Participation annually in 'Anti-Bullying Week' activities (November).
- Circle time.
- School Council.
- Buddy System.
- Student of the Week and Principal monthly awards.
- Pupil and Teacher promises.
- School Code Ode.
- 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, etc.).

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 & Discipline Policy.
- Pastoral Care Policy.
- Safeguarding and Child Protection Policy.
- Special Educational Needs Policy.
- Health and Safety Policy.
- Relationships and Sexuality Education Policy.
- E-Safety Policy & Acceptable Use of Internet Policy.
- Mobile Phone Policy.
- Educational Visits Policy.
- Staff Code of Conduct Policy.

Pupils will be informed that Mrs Yakdan is the Designated Teacher for child protection and given the opportunity to approach her at any time.

## Reporting incidents of Bullying Behaviour:

Pupils can report bullying concerns by:

- Verbally- talking to a member of staff.
- By writing a note to a member of staff (eg. in a homework diary).
- By sending an email to a member of staff or to a dedicated email address.
- By posting a comment/own name in a 'worry box'.

It is important to emphasise that ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour.

## Parents/Carers Reporting a Concern:

Parents and carers should raise concerns about alleged bullying behaviour with the school at the earliest opportunity. It should remind parents/carers of the need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

Parents/carers should:

- 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 Head of Year or Vice-Principal, as applicable.
- Where the parent is not satisfied that appropriate action has been taken by the Head of Year/Vice-Principal 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.

## Responding to a Bullying Concern:

When an incident of bullying behaviour is reported the class teacher will:

- Clarify facts and perceptions.
- Check previous records.
- Assess the incident against the criteria for bullying behaviour.
- Identify any themes or motivating factors.
- Identify the type of bullying behaviour being displayed.
- Identify intervention level.
- Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the ***Effective Responses to Bullying Behaviour resource (NIABF)***.
- Track, monitor and record effectiveness of interventions.
- Review outcome of interventions.
- Select and implement further intentions as necessary.

It is important to note that some unacceptable behaviours may not be deemed as bullying behaviours and will be managed through the positive behaviour and discipline policy. However, if incident/incidences are deemed as bullying behaviour, details will be recorded.

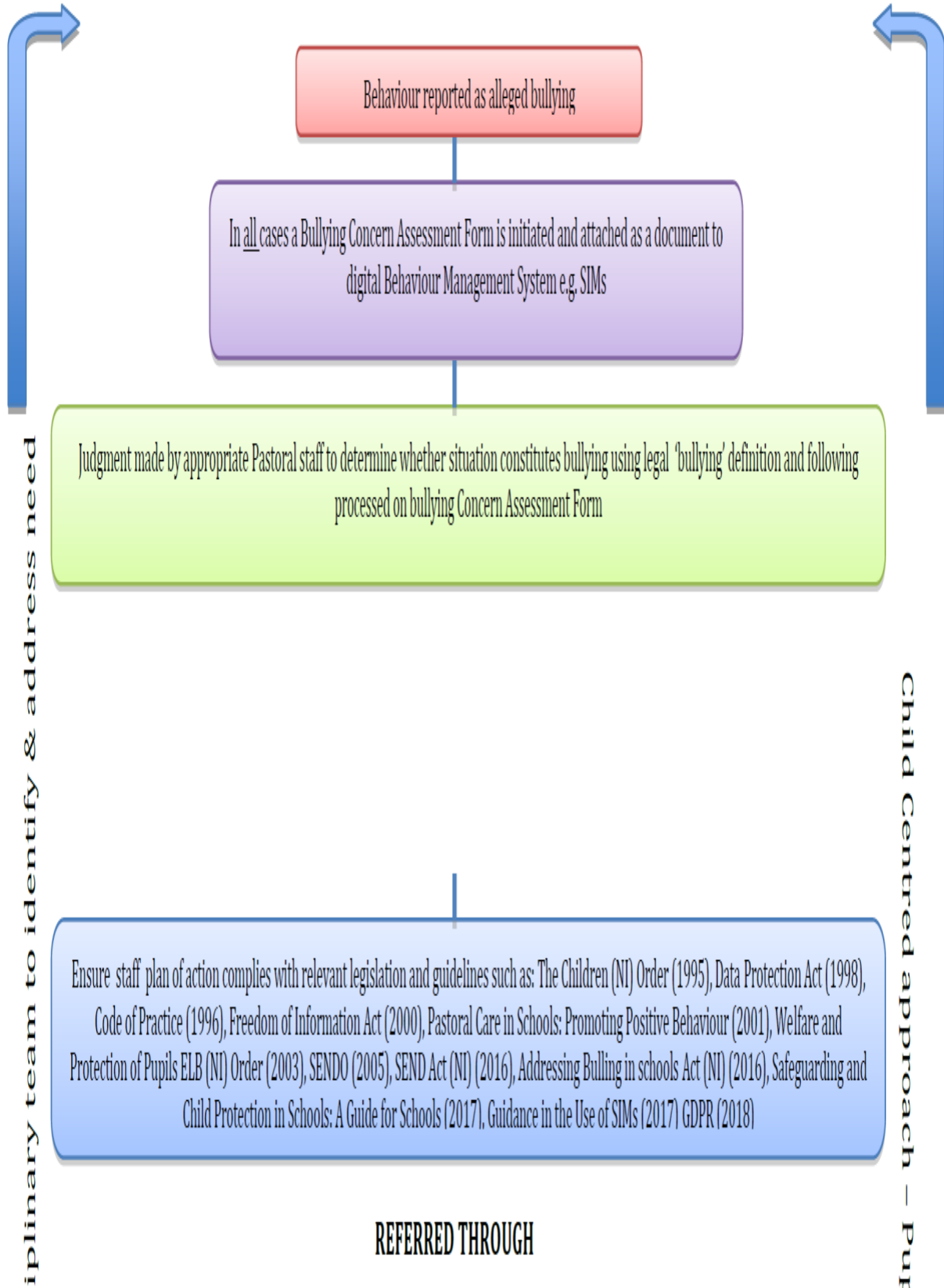
The class teacher will contact the parents of both the child displaying bullying behaviours and the child who has been experiencing bullying behaviours and inform them of the incident/incidences. A warning will be given to the child displaying the bullying behaviour and if appropriate, sanctions in line with the schools Positive Behaviour and Discipline Policy.

If there is a repeated occurrence of bullying behaviour brought to a teacher's attention, it is reported to Mr Kennedy, principal, or, Mrs Yakdan, Designated Teacher for Child Protection.

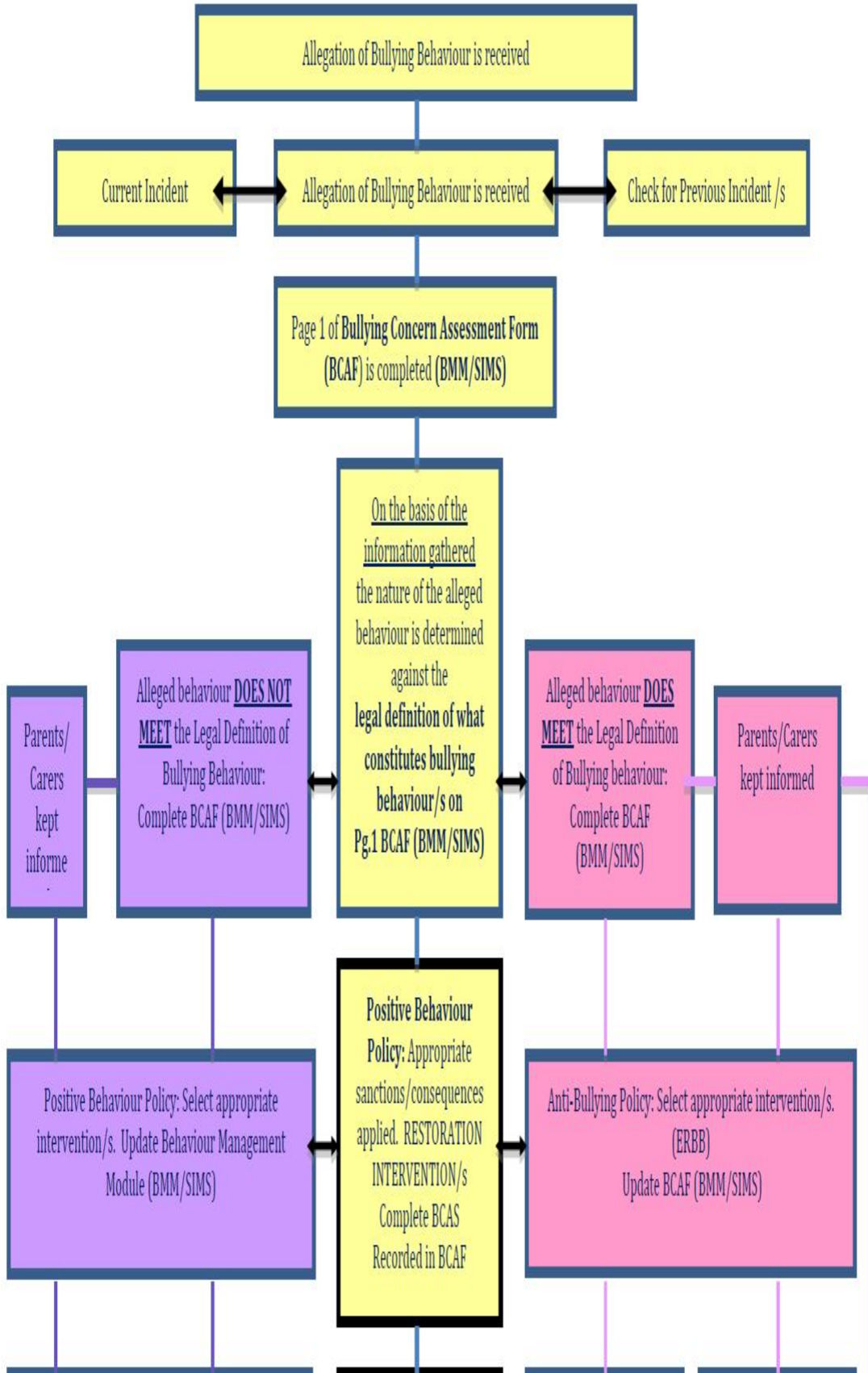
- The reported occurrence will be fully investigated.
- Notes of meetings will be recorded.
- The child experiencing the bullying behaviour will be reassured that the matter is being dealt with by school staff; Interventions will be planned and recorded.
- Parents of both the child displaying bullying behaviour and the child experiencing bullying behaviour will be informed when then bullying behaviour occurred and the action/actions to be implemented by the school.
- The parents of the child displaying the bullying behaviour will be requested to attend a meeting with senior management. The child displaying the bullying behaviour will also be present, if appropriate. Sanctions in line with the school's Positive Behaviour and Discipline Policy will be implemented and recorded.

***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.***

## PROCESS TO FOLLOW WHEN SUPPORTING YOUNG PEOPLE WHO ARE EXPERIENCING OR DISPLAYING BULLYING TYPE BEHAVIOURS

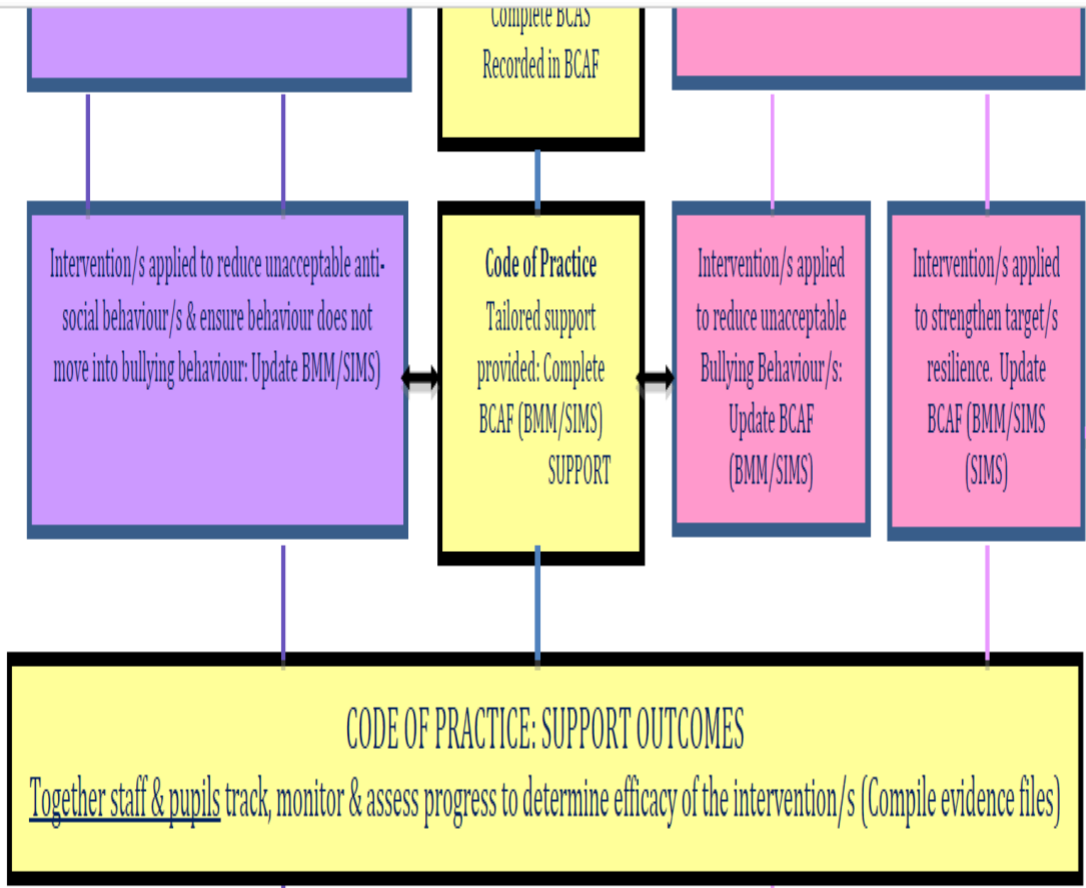


### REFERRED THROUGH



Enhanced Accountability for BoG, schools and

ardian engaged in the process



CODE OF PRACTICE: SUPPORT OUTCOMES  
Together staff & pupils track, monitor & assess progress to determine efficacy of the intervention/s (Compile evidence files)

Record PROGRESS on BMM/SIMS

Record PROGRESS on BCAF (SIMS)

### BoG

Bullying statistics discussed regularly at BoG Meetings  
Macro tracking - statistics used to identify patterns to inform policy review to meet the needs of the young person more

Implement appropriate intervention to meet the needs of both those Experiencing Bullying Type Behaviours & displaying Bullying Type Behaviours using NIABF Resource (or other social emotional and behavioural needs if appropriate). Proceed through stages in the bullying concern assessment form (attached documents on SIMS) or behaviour plan if appropriate via Positive Behaviour Policy/Code of Practice

Maintain clear chronological digital Record Keeping - follow EA Guidance Documents on the appropriate use of SIMS? - Where a young person is educated on a different site ensure there is effective information share processes in place for accountability



**Bullying Concern Assessment Form**

**Incident Date:**

<b>Pupils Involved</b>	<b>Role</b>	<b>Incident Date</b>	<b>Gender</b>	<b>DOB</b>	<b>Year and Reg</b>

<b>Incident</b>	<b>Comments</b>
Bullying Concern	

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.*

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

**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:	
<b>The school will treat any incident which meets these criteria as bullying behaviours.</b>	
<b>Is the behaviour intentional?</b>	<b>YES / NO</b>
<b>Is the behaviour targeted at a specific pupil or group of pupils?</b>	<b>YES / NO</b>
<b>Is the behaviour repeated?</b>	<b>YES / NO</b>
<b>Is the behaviour causing physical or emotional harm?</b>	<b>YES / NO</b>
<b>Does the behaviour involve omission? (*may not always be present)</b>	<b>YES / NO</b>

**One-off Incident**

<b>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:</b>	
<b>Criteria:</b>	<b>Information gathered:</b>
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	

<b>YES the above criteria have been met and bullying behaviour has occurred.</b>	<b>NO the above criterial have not been met and bullying behaviour has not occurred.</b>
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<p>The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form</p>	<p>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 .</p>
<p>Agreed by _____</p> <p>Status _____</p> <p>On ____/____/____</p>	

## PART 2

<p><b>2:1 Who was targeted by this behaviour?</b></p> <p>Select one or more of the following:</p> <p><input type="checkbox"/> Individual to individual 1:1      <input type="checkbox"/> Individual to group      <input type="checkbox"/> Group to individual</p> <p><input type="checkbox"/> Group to group</p>
<p><b>2.2 In what way did the bullying behaviour present?</b></p> <p>Select one or more of the following:</p> <p><input type="checkbox"/> Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking)</p> <p><input type="checkbox"/> Any other physical contact which may include use of weapons)</p> <p><input type="checkbox"/> Verbal (includes name calling, insults, jokes, threats, spreading rumours)</p> <p><input type="checkbox"/> Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)</p> <p><input type="checkbox"/> Electronic (through technology such as mobile phones and internet)</p>

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**

<b>RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:</b>						
<b>Pupil Name:</b>			<b>Year Group/Class:</b>			
<b>REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR</b>						
<b>Parent/ carer informed:</b>		<b>Date:</b>		<b>By whom:</b>		
<b>Staff Involved:</b>						
<b>Date</b>	<b>Stage on Code of Practice</b>	<b>Intervention</b>	<b>Success Criteria</b>	<b>Action taken by whom and when</b>	<b>Outcomes of Intervention</b>	<b>Review</b>


<b>Record of participation in planning for interventions</b>
<b>Pupil:</b>
<b>Parent/carer:</b>
<b>Other Agencies:</b>

**Part 3b**      < interventions until an **agreed** satisfactory outcome has been achieved

<b>RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:</b>	
<b>Pupil Name:</b>	<b>Year Group/Class:</b>
<b>REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR</b>	

**Parent/ carer informed:**

**Date:**

**By whom:**

**Staff Involved:**

<b>Date</b>	<b>Stage on Code of Practice</b>	<b>Type of Intervention</b>	<b>Success Criteria</b>	<b>Action taken by whom and when</b>	<b>Outcome of Intervention</b>	<b>Review</b>

**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:**

