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St Patrick's Primary School Portrush

Anti-Bullying Policy

Policy No:	06		
Date Ratified:			
Review Date:	November 2018	Person responsible for review	Principal



ParentingNI

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ChildLine

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Anti-Bullying Policy

Who is this Policy for?

1. This policy is to inform, guide and assist the entire school community. This includes staff (teaching and non-teaching), parents/carers, children and other public bodies involved in creating an environment that discourages bullying and in dealing with incidents of alleged bullying.

What is this Policy for?

2. At St Patrick's we recognise the potential damaging and destructive consequences, which may result from bullying behaviour, both for the victim and for the perpetrator. The rights of all children and staff will be supported and promoted within the school through the active encouragement of positive behaviour by pupils and staff alike.
3. This policy should be read in conjunction with the Positive Behaviour Management Policy and the Acceptable use of the Internet Safety Policy.
4. **Bullying, in whatever form and for whatever reason, is unacceptable and will not be tolerated.**
5. We will create an environment which is safe, feels safe and discourages bullying.
6. We will teach children: what is bullying; that it is wrong; what they can do to protect themselves from bullies; and who they can turn to if they need help.
7. We will act swiftly, fairly and in the best interest of all children if bullying is identified.

Definition of Bullying

8. Section 1 (1) of the Addressing Bullying in Schools Act (Northern Ireland) 2016¹ defines bullying as:

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.

9. For the purposes of this policy, insofar as it relates to the schools responsibility for staff management, the definition outlined in paragraph 8 above ‘pupil/pupils’ is also taken to mean ‘staff member/staff’.

What are the School Responsibilities?

10. In accordance with the Addressing Bullying in Schools Act the Board of Governors must:
- a) ensure that policies designed to prevent bullying involving a registered pupil at the school are pursued at the school;
 - b) determine the measures to be taken at the school (whether by the Board of Governors, the staff of the school or other persons) with a view to preventing bullying involving a registered pupil at the school—
 - i. on the premises of the school during the school day;
 - ii. while travelling to or from the school during the school term;
 - iii. while the pupil is in the lawful control or charge of a member of the staff of the school; or

¹ <http://www.legislation.gov.uk/nia/2016/25/contents/prospective>

- iv. while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school;

11. The Board of Governors², may also to such extent as they think reasonable, implement or recommend measures to be taken at the school (whether by the Board of Governors, the staff of the school or other persons) with a view to preventing bullying involving a registered pupil at the school which:

- a) involves the use of electronic communication (Cyber Bullying);
- b) takes place in circumstances other than those listed below; and
 - i. On the premises of the school during the school day;
 - ii. while travelling to or from the school during the school term;
 - iii. while the pupil is in the lawful control or charge of a member of the staff of the school; or
 - iv. while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.
- c) is likely to have a detrimental effect on that pupil's education at the school.

Forms of Bullying

12. Bullying can range from hurtful teasing to serious physical harm. It may not be associated to any particular attribute, but motivation may, for example, relate to³:

- a) differences of religious belief, political opinion, racial group, age, sex, sexual orientation or marital status;
- b) differences between persons with a disability and persons without;
- c) differences between persons with dependants and persons without;
- d) differences between persons based on gender reassignment; and
- e) differences between persons based on pregnancy.

13. Forms of bullying in school can include (but may not be limited to):

² Section 2 – (2) of the Addressing Bullying in Schools Act (Northern Ireland) 2016

³ As outlined in Section 3-(3) of the Addressing Bullying in Schools Act.

- a) Physical violence such as hitting, kicking, pinching, throwing or using implements to cause deliberate injury to another pupil.
- b) Cyber Bullying
- c) Using offensive names, teasing or making fun when addressing another pupil.
- d) Spreading rumours and malicious gossip about a pupil or the family orally or by other mediums (e.g. graffiti / social media).
- e) Deliberately damaging, stealing or destroying a pupil's belongings or food.
- f) Excluding another pupil from a group activity.
- g) Being forced to do something you don't want to do or know that is wrong.

Cyber Bullying

- 14. Bullying doesn't just happen in the playground. Cyberbullying – or bullying via digital technologies like mobile phones and computers – is a different threat to children. It can be harder to spot and more difficult to stop than 'traditional' bullying.
- 15. Cyber Bullying is defined⁴ as the repeated use of electronic communication 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.
- 16. Parents/carers have an essential contributing role in helping the school address bullying behaviour, particularly if it involves Cyber Bullying. This includes ensuring the appropriate use of the internet by children outside school.

Help and Advice for Parents/Carers on Children's Use of the Internet at Home

- 17. More help and advice on Cyber Bullying, or children's safe use of the internet at is available on the [NI Direct Website](https://www.nidirect.gov.uk/information-and-services/your-childs-health-and-safety/internet-safety)⁵.
- 18. Advice is also available from the [NSPCC Website](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/)⁶.

⁴ From the Addressing Bullying in Schools Act (Northern Ireland) 2016.

⁵ <https://www.nidirect.gov.uk/information-and-services/your-childs-health-and-safety/internet-safety>

⁶ <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>

Signs of Bullying

19. A child may indicate by sign or behaviour that he or she is being bullied. The school community should be aware of these possible signs. They should investigate if a child:

- Is reluctant to walk to or from school.
- Begs to be driven to or from school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Has possessions which are damaged or go missing.
- Comes home with clothes torn or books damaged/ mislaid.
- Comes home hungry (money/ lunch has been stolen or spoilt).
- Asks for money or starts stealing money.
- Has dinner or other monies continually "lost".
- Tries to avoid going out to play at break or lunchtimes (remains close to an adult supervisor).
- Asks to move seats in class to avoid contact with certain other pupils;
- Stops eating.
- Becomes anxious, withdrawn or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep or has nightmares.
- Feels ill in the morning.
- Begins to make less effort with school work than previously.
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.

- Becomes short-tempered.
- Is exhibiting bullying behaviour towards or children or siblings.
- Is afraid to use the internet or mobile phone.
- Lack of eye contact.
- Change in attitude to people at home.
- If frightened to say what's wrong.
- Give improbable excuses for any of the above.

20. These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Guidance for Parents

21. It can be very upsetting to think, or find, that your child is being bullied.

You do not need to face bullying alone; there is always support for you and your child both inside and outside school. More information on bullying and getting support is available on the [NI Direct Website](#)⁷ and/or you can call the parenting help line on 0808 8010 722.



ParentingNI

Call the parents helpline on
0808 8010 722

22. If you suspect your child is being bullied, try talking to them about:

- their progress with school work;
- friends at school;
- what they do at lunchtimes and breaks; and/or
- any problems they are facing.

23. If your child tells you that he/she is being bullied at school, listen carefully to what the child has to say. Please try to remain calm and use gentle questioning to get as clear a picture of the situation as you can.

24. Ask yourself if this is just a 'falling out' between children, or if it is a case of real bullying as defined in this policy.

25. If you suspect or are in doubt that your child is being bullied, contact the school without delay and arrange to meet with the class teacher. If your child feels uncomfortable about you visiting the school, a home visit, or alternative meeting venue may, at the schools discretion, be arranged.

26. Sometimes a child who is being subjected to bullying can think that there must be something wrong with him/her. Please try to reassure the child that the problem lies with the bully and not with them.

⁷ <https://www.nidirect.gov.uk/articles/dealing-bullying-and-getting-support>

27. After the allegation has been properly investigated you will be informed of the outcome. Please allow the school the time and space to do this; however if matters appear to get worse you should not hesitate in contacting the school.
28. Disputes that arise in school can sometimes have their origins outside and spill over into the school, or vice versa. It is only incidents that happen in school (including commuting to and from school) that can be responded to. Behaviour outside of school is the responsibility of parents/carers, but the school does expect that pupils wearing the school uniform conduct themselves in accordance with this policy.

Educating Children about Bullying

29. All staff will ensure that all children are safe, feel safe and know who to turn to when they need help.
30. Teachers will, at a level appropriate to the child, teach what is bullying, why it is wrong, how you can protect yourself from bullies and that bullying will not be tolerated in our school community.
31. We will teach children that if they are being bullied they should:
- **Always tell someone**; a friend, a teacher or staff member, your parents.
 - It may not stop until they do.
 - That it is not telling tales and they won't get into trouble.
 - If they can't talk about it they can write a note.
 - **They will be listened to and things will change.**
 - Try to look confident, even if you don't feel it
 - Don't let a bully know you are upset
 - Try to stay in safe areas at school with other people you trust

Supporting Pupils Displaying Bullying Behaviour

32. Bullies are generally unhappy themselves and may have underlying issues which has led to their unacceptable behaviour. To ensure that pupils who are exhibiting

bullying behaviours are dealt with appropriately it is necessary to work with these pupils to try and identify any underlying issues to help them change their behaviour choices.

33. When dealing with pupils displaying bullying behaviour staff should speak calmly with the child and use the five self-reflective questions listed below:

- Tell me what happened?
- What were you thinking that led you to behave that way?
- Who has been affected by what you have done?
- Can you tell me how that person has been affected by your behaviour?
- What do you think you need to do to make things right?

34. In the course of talking to the pupil it is identified that they are in need of support, the school will take the appropriate action in line with school policies (such as the Safeguarding Children Policy).

Procedures for dealing with incidents of Alleged Bullying

35. The Principal must ensure that every incident of alleged bullying involving a registered pupil of the school is investigated and recorded⁸.

36. St Patrick's uses a four-stage approach for dealing with incidents of bullying.

37. All staff should adopt a positive mind set when responding to alleged bullying concerns and have options for how to respond to incidents of alleged bullying in a planned, deliberate and positive way.

38. The consequences of unacceptable behaviour choices are outlined in the Positive Behaviour Management Policy.

Stage 1 Interventions & Support

39. The Bullying Concern Assessment form (Appendix 1) must be completed and staff should:

- explain the inappropriateness of the behaviour choice in line with the school's value and Positive Behaviour Management Policy;
- identify possible consequences if the bullying behaviour continues;
- point out the level of distress experienced by the bullied pupil;
- talk with the pupil being bullied to explore whether he/she has in any way provoked the bullying behaviour;
- help the bullied pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support;
- encourage reparation to be made, if appropriate;
- monitor the situation carefully; and
- be prepared to intervene with a higher response level if the situation persists or deteriorates.

Stage 2 Interventions & Support

40. While interventions at Level two involve continuing with the above, there is shift from individual support to group interventions. To be effective small group work needs:

- the consent and involvement of the pupil being bullied;
to be planned and timetabled, session length dependent on age and ability;
- a carefully selected group membership;
- to take place in a suitable and comfortable environment;
- to be uninterrupted;
- to be facilitated in a positive manner (if necessary by two adults allowing one to participate and one to observe);
- to be structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity;
- to have decision and outcomes to be agreed and recorded;

- to facilitate the development of empathy amongst pupils;
- a solution focused approach to the situation;
- to provide opportunities for pupils to take responsibility;
- to meet as often as appropriate/necessary;
- regular meetings with the bullied pupil to assess on-going effectiveness of agreed actions; and
- to ensure regular feedback is given on agreed actions.

Stage 3 Interventions & Support

41. Interventions at Level 3 will involve the Principal and the SENCo where appropriate, in collaboration with pupil(s) and parents/carers to determine the way forward in affecting change.
42. An individual Risk Assessment procedure may be used which will determine a plan of intervention and risk management that will be communicated to all.
43. At this stage multi-agency discussion may involve Education Authority Services and other external support agencies.
44. Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently interventions will require one-to-one meetings, small group work and whole class involvement.

Stage 4 Interventions & Support

45. Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of the pupils involved.
46. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's Safeguarding Children Policy will need to be

invoked. At this stage the school, if necessary, will seek support through the Child Protection Support Service for Schools (CPSSS).

47. In addition to safeguarding procedures and practices including referral to external support services, this may include referral to the Education Authority educational psychologist through the Code of Practice. The school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.

Accessibility Statement

48. The following steps have been taken to make the document accessible. We have:

- used clear and direct language wherever possible;
- used correct tagging, formatting, numbering and use of headings for e-readers; and
- followed [government guidance](#) on document accessibility.

49. If you need this document in another form, such as large print or you have any suggests as to how we could improve the accessibility please contact the school office.

Policy Record and Review Date

Policy Issued for Consultation	27 February 2018
Policy Adopted by Board of Governors	
Policy Review Date	Sept 2018 Term 1

Appendix 1 - Bullying Concern Assessment Form

To be completed in accordance with the Bullying section of the Positive Behaviour Policy

Reprint and complete each section as necessary.

This form should be completed **with proportionate detail that corresponds to the nature of the incident.**

Part 1 – Details of Incident/Allegations			
	Name(s)	Gender (M/F)	Year Group
Person(s) reporting concern			
Name of Targeted pupil(s)			
Name of pupil(s) involved			
State if the behaviour involves: a pupil or a group of pupils against another pupil or group of pupils.			
Have you checked the records for previous incidents? (This must be done).			Yes
Outline of Alleged/Witnessed Incident(s) (including dates/approx. times/location etc.): In addition you should attach all written accounts/drawings (if any) of the incident(s) completed by those involved.			

State what, from all of the circumstances, appears to be the motivation⁹ of the incident for example, differences of religious belief, political opinion, racial group, age, sex, sexual orientation or marital status (of parents/carers) and/or differences between persons with a disability and persons without. Or other motivation not listed above.			
Does the incident meet the definition of bullying in the Policy?			Yes/No
Name of the teacher:		Date	

⁹ Taking account of the Addressing Bullying in Schools Act, motivation may also include: differences between persons based on gender reassignment; and/or differences between persons based on pregnancy; and/or differences between persons with dependants and persons without; however these are unlikely in primary school aged children.

PART 2 - Details of interventions to be implemented in response and Referrals to Principal/Vice Principal, SENCO etc.

Outline Intervention/Action/Support/Sanctions to be Implemented of pupil(s) who has been displaying bullying behaviour (or were appropriate whole class exercise/response).

Outline Action/Support for pupil(s) who has been subject to the incident (or were appropriate whole class exercise/response).

Any other details (including referral to Principal, SENCO or Designated Teacher for Child Protection):

Name of the teacher
completing this form:

Date:

PART 3 - On-Going Record of Support, Interventions and Monitoring (complete a separate sheet for each record/intervention)¹⁰

Details of Support/Intervention/Monitoring			
Action Taken/ Follow up Action Required (including follow-up date)			
Name of teacher		Date	

¹⁰ If a new significant incident occurs, the nature or motivation of the incident changes or new pupils or parties become involved you should complete new copies of the the relevant sections of Part 1 and/or 2 to capture the relevant information.

PART 4 – Contact with Parents/Carers or Other Relevant Parties

This part is to be completed at any stage when parents/carers or other parties are contacted.

Record of contact with Parents/Carers or other Relevant Party:

Name of the teacher:

Date

Part 5 – Incident Resolved - Closing Record

Record of teachers decision to close the incident

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Name of the teacher completing this form:		Date	
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Principal Notes (if required)

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When closed this record must be retain for future record in accordance with the Data Protection Policy.