POSITIVE BEHAVIOUR AND ANTI-BULLYING POLICY
2022-2023

Consultations in 2022/2023:	SLT ☺ Staff ☺ PTA ☺ School Council ☺ Governors ☺	Date to be reviewed: Spring 2025	
Date ratified:	June 2023	Updated, Yes/No:	

Section 1: Positive Behaviour Policy

<u>**Rationale**</u>

Parents/guardians play the most important role in teaching and modelling good behaviour. It is expected that parents will have taught their children to respect the feelings and property of others. In this school we reinforce the attitudes and discipline which begins at home but acknowledge that everyone within our school community has a role to play to create a positive learning environment and promote good manners and discipline. Good relationships between staff and children, setting high expectations and having agreed strategies for encouraging good behaviour, all have a bearing on the way children behave. An organised, attractive and welcoming school/classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Aims of the Positive Behaviour Policy

1. To share responsibility with parents and guardians for the children in our care and make every effort to provide the care and support that any responsible parent would be expected to give.
2. To create a climate where we have the endorsement and active support of parents and guardians to deliver the school aims.
3. To ensure that positive behaviour is rewarded and that all children feel valued and respected.
4. To deal with pupils who make inappropriate choices of behaviour in a consistently firm and fair manner.
5. To ensure that all staff are aware of this policy and engage in relevant training when available.

These aims support our existing school aims

We aim:

- to help pupils acquire knowledge and understanding, fulfil their potential and develop a love for learning by providing a wide variety of learning opportunities/activities and delivering a balanced and relevant curriculum.

- to enable our pupils to develop creative, practical, sporting, technological and decision-making skills to become competent and independent contributors to society, prepared for life and work.

- to encourage the moral, social and personal development of all our pupils, enabling them to build self confidence and self-esteem, co-operate with and value others, undertake responsibility and develop positive attitudes and high standards of behaviour.

Classroom Management and Curricular Provision

1. The maintenance of positive behaviour within the school is the responsibility of all the staff. Individual staff have responsibilities e.g. within their own classroom or when on duty supervising corridors, cloakrooms and play areas.

2. Staff endeavour to model desirable behaviour and attitudes and avoid negative cycles of behaviour.
3. Every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviours.
4. Teaching methods, lesson content and other curriculum linked activities encourage active participation and support the school aims to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.
5. Pupils have age-appropriate responsibilities assigned to them to help peers and staff to create a collaborative ethos and promote well-being and shared stewardship of the school.
6. Praise is used to encourage good behaviour as well as good work and constructive criticism should be a private matter between teacher/assistant and child where possible.
7. Classroom assistant/teachers may (under guidance) discretely relay specific guidance on the management of a particular pupil to other key personnel in school to support that pupil's needs.
8. All staff and pupils are familiar with our school aims and our Code of Conduct.

The School Code of Conduct

This code is framed in such a way to encourage and reinforce courteous behaviour –

In Enniskillen Model School….

- **We work hard and always try our best**
- **We respect the feelings, bodies and property of ourselves and others**
- **We make wise choices and are responsible for our actions**
- **We move safely around the school**

In addition, we have Class Rules:

Teachers, supported by the classroom assistants, will develop this code within their classrooms at a level appropriate to the age and needs of their pupils. It is encouraged to have these on display.

Responsibilities of Staff, Pupils and Parents

All Staff[1] will	Pupils will	Parents will
Ensure all children are safe. Have high expectations of all our pupils. Enhance pupils' self-esteem and levels of motivation. Model, explain and monitor standards of acceptable behaviour, exhibiting consistency in routines and procedures and the way conversations are conducted. Use consistent methods to get class attention, maintain acceptable noise levels, line up at the end of class etc. Be consistent and fair when dealing with pupils who make inappropriate choices. Endeavour to correct and guide pupils who have made inappropriate choices in a firm but low toned voice. Endeavour to meet the educational, social and behavioural needs of the children with the support of parents. Maintain regular links with parents through notes, letters, diaries, meetings. Communicate regularly about what is expected. Be aware of the recommended appropriate sanctions and levels of acceptable behaviour Assume responsibility for the behaviour of all pupils in all areas of the school.	Follow instructions of all members of staff (teaching and non-teaching) Say 'please' and 'thank you' Say 'excuse me' when asking for something/needing to pass Walk in the school classrooms and corridors. Not leave the classroom unless permission has been granted. (If on a message) enter classrooms only after knocking first. Not interrupt adult conversations Support and care for each other. Respect each other's property and work. Listen to others and respect their opinions. Observe the Code of Conduct, Class and Playground rules always. Behave within the School Code and meet expectations of polite and appropriate behaviour whilst out of the school e.g. on trips/ at sporting competitions etc.	Value their child's education and reinforce the importance of good behaviour Be aware of and support the school's vision, aims and expectations. Ensure their children attend daily and if absence cannot be avoided explain through a written note/telephone call. Ensure that children arrive on time each day and are collected at the correct time. Maintain links with school through Introductory meetings, interviews, notes/telephone calls, absence notes, homework diary, Google Classroom etc. Ensure their children respect differences and do not abuse or discriminate against people different from themselves Praise their children for their efforts and achievements

Ref. Staff Code of Conduct, Staff Values and Commitments Charter, Parent and Pupil Values and Commitment Charter, Pastoral Care Policy, Rights Respecting School Award (Class Charters), Jenny Mosley guidance e.g. Golden Rules.

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[1] All staff include teachers, classroom assistants, office staff and ancillary personnel working in the school (both temporary and permanent)

Examples of current 'Good Practice' to support this policy (Including the Anti-Bullying Policy)

Some are age specific and only used by some year groups/are open to variation.

- Staff professional development/training opportunities linked to Pastoral Care/SEBD/SEN/Health and Well Being etc. are planned for as part of the School Development Plan
- Consultation with staff, pupils, parents and governors to review practice/policy and ensure coherence and consistency in practice across the school l- via meetings, surveys, school council meetings etc.
- PDMU (incorporating personal safety, developing self-esteem, values education, positive strategies for cooperation, community awareness etc.) is an integral Area of Study within the curriculum and is planned and systematically delivered to all pupils P1-P7
- Special assemblies/visits by speakers, charities and community groups promote well-being, safety and resilience
- Anti- Bullying Week activities occur in P1 to P7 (November)
- Health Promotion Initiatives
- PSNI workshops e.g. cyberbullying, accident prevention and anti-bullying strategies
- Circle Time (developing the language of feelings /emotional Intelligence, talking and listening and co-operation)
- Golden Time (P3-P7 on Friday afternoon earned by adhering to the School Code/ Class Rules)
- Pupil of the Week - or related classroom focus
- Study Buddies
- Circle of Friends intervention strategies/peer support
- Star of the Month – presented by principal
- Reward Charts
- Treasure Box/table prizes
- Reward Certificates/ Stickers/tokens
- Lunchtime Awards
- Helpers e.g. Playground Pals/Medical Room/Buddies
- High level of supervisory staff are present before school/at break/ lunch in playgrounds
- School Council
- Eco Council - Green Flags awarded to date
- Sustrans - Sustainable transport to school programme
- Shared Education projects
- Respecting Differences programme
- Relax Kids workshops
- FIND Centre Workshops
- NSPCC Assemblies and Workshops and use of NSPCC online resources.
- Rights Respecting School
- Nurture Groups
- Play Therapy provision
- Close working relationships with SENCO and regular review of IEPS, SEBD issues addressed via this route and in direct liaison with the principal
- Involvement with external support agencies were deemed necessary through the appropriate channels (SENCO /Principal)

Levels of Unacceptable Behaviour and Relevant Sanctions

It is important that teachers keep a record (diary) of incidents, particularly at Levels 2 and 3 – template provided

Notable incidents should be filed in the pupil's record folder.

All referrals/IEPs at Level 3/4 are held on the 'Red File' and referred to on the Pupil Needs Analysis/SENCO records

Level One	Level One - Behaviour Modification Strategies/sanctions[2]
Misbehaviour that can be effectively managed within a classroom environment by the class teacher/ classroom assistant/supervisor (the class teacher should be informed; principal may be informed) - • Infringement of playground and class rules/Code of Conduct. • Disregarding instructions • Speaking out of turn • Minor bad language- spontaneous swearing, sectarian, racial, insulting or rude remarks • Disrupting/distracting another child leading to incompletion of tasks • Unsafe movement around the classroom/school e.g. running in corridor. • Entering out of bounds areas such as classroom at specified times, without permission • Use of property/resources without asking • Unsafe use of property/resources causing damage. • Insensitivity to others • Not taking instructions • Telling lies/getting others into trouble • Rough play	• Verbal warning to individual/whole class • Private discussion with child • Use of 'Scripting' [3] to remind pupils of what is acceptable and maintain positive tone. • Reminder of class/school rules/Code of Conduct • Self-reflection • Use of 1-10 scale of feelings and encourage self-regulation/solution-based discussion • Oral apology • Repositioning of pupil • Withdrawal of pupil from situation (temporarily) • Use of quiet corner/calm box/thinking area (Age dependant) • Reduction in play privileges /Golden Time etc. in line with class routines.

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[2] Guidance on Identifying and Supporting Learners with Social, Emotional and Behavioural Difficulties – NI Curriculum 2014
[3] See Appendix

Level Two

More serious behaviour that is not so easily managed within a classroom environment. Class Teacher/Assistant/Supervisor will notify other staff and involve the principal. Parents may be notified in writing or by a telephone call)

Persistence of Level One behaviours e.g.
- Deliberate use of bad language to hurt others (includes sectarian/racial/abuse written or verbal)
  Deliberate destruction of another child's piece of work
  Persistent infringement of school rules.
  Persistently not taking instructions.
  Persistently telling lies/getting others into trouble/name calling
- Bullying behaviours
- Answering back/ shouting/
- Refusal to work or cooperate
- Stealing/intent to steal
- Isolated acts of violence – kicking, hitting, thumping, biting etc.
- Threatening behaviour
- Working or playing in an unsafe manner
- Outburst of anger (but pupil regains composure)

Level Two - Behaviour Modification Strategies/sanctions

- Inform parent through diary and /or telephone call-
- Meeting with parent/s if necessary.
- Principal informed and discusses sanctions with pupil if age appropriate.
- Ensure work is completed at another time.
- Pupils sent in from playground to a supervised area
- Stay in at break/lunchtime in a supervised area, as directed by principal
- Loss of privileges – football day/golden time/stars/playtime etc. (not curriculum areas)
- Written apology or self-reflection using questioning[4] e.g. oral or written (no lines/extra maths)
- "Time out" in the classroom or in another classroom (never in the corridor
- Occasional involvement of play therapist

Level Three

Very serious misbehaviour or persistent Level Two behaviours. Formal involvement by the principal and parents. Other outside agencies may also become involved.

Persistence of Level Two e.g.

- Persistent bad language (includes racial/verbal abuse) /defiance
- Persistent stealing/intent to steal
- Vandalism of school building or property
- Dangerous refusal to obey

Level Three - Behaviour Modification Strategies/sanctions

- Principal informed immediately if crisis occurs - pupil removed from situation and supervised in designated area e.g. office/interview room. Appropriate protection for staff in place
- Risk assessment of location/situation
- Principal/SENCo involved in monitoring situation from level 2
- Crisis/ anger management and de-escalation intervention
- Parents contacted to meet principal along with class teacher (DTCP/SENCO may attend if

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[4] See Appendix

• instruction • Violent playtime incident • Repeated and deliberate incidents of bullying • Major disruption of class activity • Leaving school premises without consent • Violent hitting/kicking/fighting – aggressive violent behaviour, causing deliberate injury • Aggressively threatening behaviour towards staff/parents/ pupils • One or more of the above behaviours which cause the pupil to go into 'Crisis' phase of 'The Breakwell Cycle'[5]	appropriate) • Note of Concern regarding placement on SEN Code of Practice/placement on SEN register (EBD) for Social Emotional and Behavioural reasons • Involvement of other agencies e.g. SEBD • Other interventions – Targets, Daily record Card etc. Nurture group, Counselling • Anger de-escalation strategies recognising the stages of 'The Breakwell Cycle'
Level Four **Where there is persistence of Level Three behaviours and the above interventions are not supporting the pupil adequately. Further agency involvement may be deemed necessary.**	**Level Four - Behaviour Modification Strategies/sanctions** Continued placement on the SEN Register in line with Code of Practice (EBD) SEBD referral Other agencies e.g. CAMHs, EWO, Psychology, Social and Emotional Behaviour Team involvement. Suspension or exclusion following appropriate procedures[6]

Relevant and associated school policies include-

Safeguarding and Child Protection (including the overview pamphlet distributed to all families biennially)
Health and Safety
Safe Handling
Intimate Care
Critical Incident
Movement and Supervision
Pastoral Care
PDMU
Special Educational Needs
Guidance for Staff on the use of Reasonable Force/Safe Handling of Children
Staff Code of Conduct
Values Charters

All staff are kept up to date with developments and offered training to best provide for pupils with SEBD and support the Positive Behaviour of all in school.

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[5] See Appendix
[6] See Appendix suggested 'Roles and Responsibilities' - NI Curriculum Guidance March 2014*

Section 2: Anti-Bullying Policy

Context

The context of this policy is to ensure the school meets the statutory guidance from the Department of Education in relation to bullying in schools; The Addressing Bullying in schools Act (Northern Ireland) 2016:

- Provides a legal definition of bullying
- Requires all grant-aided schools to have a preventative anti-bullying policy which is updated at least every 4 years.
- Places a duty on the Board of Governors to be involved in developing and ensuring effective implementation of the anti-bullying policy.
- The Act sets out under which circumstances this policy should be applied, namely:

    1. In school, during the school day (this includes all school premises used by the school during the school day)
    2. While travelling to and from school (when travelling to school in the morning at the start of the school day or travelling directly from school to home at the end of the school day)
    3. When under control of school staff, but away from school (e.g. school trip)
    4. When receiving education organised by school but happening elsewhere (e.g. In another school in the locality)

- Schools must record incidents of bullying and alleged bullying behaviours including the motivation, method, how the incident was addressed and the outcome.

The Education and Libraries Order (NI) 2003, requires the Board of Governors to safeguard and promote the welfare of registered pupils.

The United Nations Convention on the Rights of the Child (UNCRC) also sets out every child's right to:

- Be protected from all forms of physical and mental violence, injury or abuse, maltreatment or exploitation.
- Be protected from discrimination.
- Express their views, in a supported and accessible way, on issues that affect them and to have their opinions taken seriously.
- Education.

Ethos and Principles (ref: School Vision Statement)

In Enniskillen Model Primary School we expect all our students to respect themselves, others and the environment in which they are educated.

To this end as a school community we are committed to developing a society where bullying is unacceptable and where every child and young person is safe and feels safe from bullying.

We also welcome, appreciate and celebrate the diversity of all our students.

We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.

We recognise that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Consultation

This policy was written and updated in 2023/2024 in consultation with all stakeholders including governors, staff, students and parents.

What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 provides the following legal definition:

> 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.**

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

While bullying is usually a repeated behaviour, there may be instances of one-off incidents that will be considered bullying by the school.

When assessing one-off incidents or to decide whether to classify as bullying, the school 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 incident on the wider school community
- Previous relationships between those involved
- Previous incidents involving the individuals

Teachers are encouraged to record notable incidents on the form given to them as part of the Pastoral Guidance via the Designated Teacher (at the beginning of the year). The principal also records notable incidents and keeps these in a Complaints folder – summarising active/legacy situations of a more significant nature; these are shared with teachers periodically to encourage/foster a proactive approach with the aim of highlighting vigilance. All are revisited from time to time.

Any incidents that the school believes fail to meet the criteria and are not considered to be **bullying** behaviour, will be addressed under the positive behaviour policy.

METHODS OF BULLYING

Below is a list of unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered as bullying behaviour – this list is not exhaustive and any other behaviours that fit the definition may also be considered 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 spreading false rumours about others
- Trying 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):

- Repeatedly leaving an individual or small group out of a game
- Refusing to include someone in a group.

Electronic Acts:

- Using online platforms or other electronic communication to carry out many of the written acts noted above (Our policy is that no mobile phones or other electronic devices are to be brought into school by pupils)
- Impersonating someone online to cause hurt.
- Sharing images (e.g. photographs or videos) online to embarrass someone.

    (See Internet Safety Policy and E learning Policy)

PERCEIVED MOTIVATION

When clarifying the facts around the bullying behaviour the school will have to decide what the perceived motivation behind the behaviour was. These motivations may include but are not limited to:

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

Bullying is an emotive issue; therefore it is essential that we ensure we use supportive and understanding language when discussing these matters. For that reason we will not refer to a child as "a bully" or

"perpetrator", nor will we refer to a child as "victim". Instead we will refer to behaviour 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 discussing bullying or alleged bullying incidents.

The school will be proactive if harm has occurred because of the incident. 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.

Preventative Measures

As a school we recognise that prevention is better than cure and to this end we work very hard in educating our young people about bullying and the impact that it can have. Section 1 of this document outlines our Positive Behaviour Policy for Enniskillen Model PS and reflects the moral and ethical standards we expect our students to adhere to each day.

To try to prevent bullying and create a safe learning environment, the school will:

- Raise awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy.
- Promote anti- bullying messages through the curriculum and especially PDMU lessons.
- Through the preventative curriculum actively promote positive emotional health and wellbeing.
- Development of peer-led systems (e.g. School Council) to support the delivery and promotion of key anti-bullying messages within the school.
- Deliver focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Supervise key areas during unstructured times (e.g. break and lunch times).
- Promote and provide opportunities for extra-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activities, creative arts, afterschool clubs, etc.

Enniskillen Model PS will continue to put in place measures to prevent bullying behaviour on the way to and from school.

The above-mentioned measures will support the development of an anti-bullying culture but the school will further build on this with the measures below specifically relating to the journey to and from school by:

- Developing a culture where students take pride in their school and are viewed as ambassadors for their school within the community. This involves regular reminders of the positive behaviour expectations of students whilst travelling to and from school, on trips, attending special events etc.
- Engagement with transport providers (e.g. EA, Translink and Private Operators) to ensure effective communication and early identification of any concerns.
- Appropriate deployment of staff to support the transition from school day to journey home (e.g. staff on duty at bus bay in school grounds and at the school gates).

The school will take steps to prevent bullying using electronic communication amongst students during term time when this behaviour is likely to have a detrimental effect on the student's education at school. The school will raise awareness of the nature and impact of online bullying and support our students to make use of the internet in a safe, responsible and respectful way. This will be done through:

- Addressing key themes of online behaviour and risk through PDMU including understanding how to respond to harm and the consequences of inappropriate use.
- Engagement with key statutory and voluntary sector agencies (e.g. c2k, PSNI, Public Health Agency, Safeguarding Board for NI, Safer Schools etc.) to support the promotion of key messages.
- The development and implementation of robust and appropriate policies in related areas (e.g. Acceptable Use of the Internet Policy, Mobile Phone Policy, Positive Behaviour Policy, Safeguarding and Child Protection Policy).

Responsibility

In Enniskillen Model PS we recognise that everyone has a responsibility for creating a safe and supportive learning environment for all students in our care. Everyone in the school community, including students, their parents/guardians and the staff of the school are expected to respect the rights of others to be safe. All members of our school community are expected to work together to reduce any incidents of bullying behaviour.

Pupils

Pupils have the responsibility to:

- Foster positive self esteem
- Behave towards each other in a mutually respectful way
- 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.
- Know how to seek support – internal and external
- Are informed of and understand the agreed definition of Bullying in this school (see page 10)

Staff

Staff have the responsibility to:

- Understand the definition of bullying (not all incidents of anti-social behaviour will be deemed as bullying behaviour)
- Foster positive self esteem
- Model high standards of personal and social behaviours
- Be alert to signs of distress and other possible indications of bullying behaviour
- Inform the SLT of any concerns relating to bullying behaviour
- Intervene and support any person who is being bullied
- Report and concerns or instances of bullying behaviour witnessed or suspected, to a member of the SLT   *** REPEATS?????****

- 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 is experiencing bullying behaviour, take what is said seriously and provide reassurance that appropriate action will be taken
- Know how to seek support – internal and external
- Restore difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties
- Record all incidents/alleged incidents of bullying behaviour with actions and outcomes
- Support both the pupils experiencing bullying behaviour and the pupil displaying bullying behaviour

Parents

Parents have a responsibility to:

- Understand the definition of bullying - not all incidents of anti-social behaviour will be deemed as bullying behaviour. This definition is found on the school website, in this policy and highlighted at annual year group meetings at the start of the school year.
- Foster positive self-esteem with their child
- Model high standards of personal and social behaviours
- Be alert to the signs of distress and other possible indications of bullying behaviour
- Inform the school of any concerns relating to bullying behaviour
- Emphasise the importance of seeking help straight away /as soon as possible after the incident 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
- Encourage their child to react appropriately to bullying behaviour and not to do anything to retaliate
- Know how to seek support – internal and external
- Recognise that bullying is not "fixed" by a sanction and that students on both sides require support
- Ensure their child is using internet applications within the appropriate age boundaries.

Reporting a Bullying Concern

Reporting of a bullying concern can be made to any member of the school staff but will ultimately be forwarded to the SLT for clarification and support to be put in place.

Pupils

Pupils can report a concern about a potential bullying situation (either being experienced by themselves or others) to any member of staff who they trust to get help.

The member of staff must inform them that this information will be shared with the Designated or Deputy Designated teachers /principal.

Students can report a bullying concern by verbally talking to a member of staff or writing a note to a member of staff.

Parents (Guardians)

Parents should report any concern of bullying behaviour to the class teacher at the earliest opportunity. Where a parent is not satisfied that appropriate action has been taken to prevent further incidents their concern should be reported through the stages on the flow chart below:

Class Teacher

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Designated Teacher for Safeguarding

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Principal
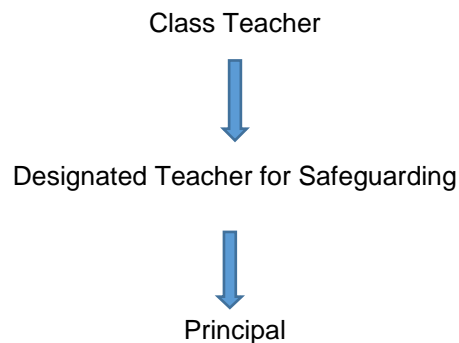
If at this stage the parent remains unsatisfied the concern has been appropriately responded to, the school's complaints procedure should be followed. The procedures on how to make a complaint are available from the school office or school website.

Reports of bullying concerns received from pupils and/or parents will be responded to in line with the anti-bullying policy and feedback will be made to the person who made the report. It must be noted that no information about the action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents.

Staff

All staff members who are concerned about a potential bullying incident must report the known facts to the principal or in his absence the Designated Teacher/Deputy Designated Teacher.

Responding to a Bullying Concern

The processes outlined below provide a framework for how the school will respond to any bullying concerns identified.

Using the NIABF Effective Responses to Bullying Behaviour resource* (See Appendix) the member of staff responsible shall:

- Clarify facts and perceptions
- Check previous records
- Assess the incident against the criteria for bullying behaviour (see appendix 1)
- Once a decision has been taken of whether the child is displaying bullying behaviour or anti-social behaviour use the flow chart in appendix 2 to inform which policy to follow to put supports in place
- Identify any themes or motivating factors
- Identify the type of bullying behaviour being displayed
- Identify intervention level (see appendix 3 – appropriate responses to bullying resource)
- 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
- Track, monitor and record effectiveness of interventions
- Review outcome of interventions
- Select and implement further interventions as necessary

When responding to a bullying concern, school staff will 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 for those displaying bullying behaviour. It is important to note that no information about the action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents.

Recording

The Addressing Bullying in Schools Act (NI) 2016 requires schools to maintain a record of all incidents of bullying and alleged bullying behaviour. 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.

Records are currently kept in written format and are held in a Complaints folder by the principal – this approach complements DE guidance (2021). These records include date/s, nature of incident/s, action/s taken, consultation/s etc. They are also revisited as and when required.

SIMs Behaviour Management Module training (see sample in appendix 4) has been availed of twice (in 2021 and 2023). At time of print, Sims is not used for recording (time to proactively deal with situations is deemed more important than increasing administration).

Access to these records are restricted and are only shared with those members of school staff who have a legitimate need to have access.

All records are maintained in line with relevant data protection legislation and guidance and are disposed of in line with the school's Retention and Disposal of Documents Policy.

Collated information regarding incidents of bullying and alleged bullying behaviour is used to inform the future development of the Anti-bullying policy and practice within the school.

Professional Development of Staff

All staff (both teaching and non-teaching) and governors are provided annually with safeguarding training. We are committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's inset programme
The policy will be revised and updated if any feedback from training requires the school to review its processes and procedures.

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 will be reviewed as required, in consultation with students, parents and staff, on or before June 2025.

<u>Links to other Policies</u>

This Anti-Bullying Policy has links with the following policies within the school:

- Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Relationships and Sexuality Policy
- E-Safety and Acceptable Use of the Internet Policies
- Staff Code of Conduct

Appendices

Appendix 1 – Criteria to decide if pupil has been displaying bullying behaviour

Socially unacceptable behaviour becomes bullying behaviour when, based on 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**

YES, the above criteria have been met and bullying behaviour has occurred.	**NO the above criterial have not been met and bullying behaviour has not occurred.**

Appendix 2 – Overview Flow Chart

Levels suggested within this document are for guidance only, and schools are advised to consider a range of interventions from across all levels. It is important to remember that every bullying incident should be individually assessed and an intervention chosen which best meets the individual pupil needs.

Level 1 Intervention - Low Level Bullying Behaviour	Level 2 Interventions - Intermediate Level Bullying Behaviour
Interventions at Level 1 are to help individuals to recognise/reflect on their unacceptable behaviour and to "get them back on track" while listening to and supporting/strengthening the pupil(s) experiencing bullying. **NEVER ignore low level bullying behaviour.** **Staff should:** Explain the inappropriateness of the behaviour in line with the school's values. 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. Be prepared to intervene with a higher response level if the situation persists or deteriorates.	While interventions at Level 2 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. Parental consent and agreement from participating pupils. Carefully selected group membership. To take place in a suitable and comfortable environment. To be uninterrupted. To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe. Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity. Decision and outcomes to be agreed and recorded, e.g. on a flipchart. To facilitate the development of empathy amongst pupils. A solution focused approach to the situation. To provide opportunities for pupils to take responsibility. Regular meetings of the group. Regular meetings with the bullied pupil to assess ongoing effectiveness of agreed actions. To ensure regular feedback is given on agreed actions.
Level 3 Interventions - Complex Bullying Behaviour	**Level 4 Interventions - High Risk Bullying Behaviour**

Interventions at Level 3 will often involve the SENCO, teacher in charge of Pupil Welfare and Support and other senior managers, in collaboration with pupil(s) and parents to determine the way forward in affecting change. Schools may use their individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all. This planning may occur through a multi-agency discussion, involving ELB Services and other external support agencies. The way teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary. Bullying at this level often involves complex group dynamics, where several roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently, interventions may require one-to-one meetings, small group work and whole class involvement.	Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all the pupils involved. 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 the pupils involved. As such, the school's Child Protection policy and safeguarding procedures will need to be invoked. Advice and support will be available to schools through the Child Protection Support Service for Schools. In addition to safeguarding procedures and practices including referral to external support services, the school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.

Resources and Support

Examples of 'Scripting'-
Agreed questioning strategy to promote consistent approach to challenging pupils about their behaviour in a non-threatening manner. The number of questions, vocabulary used etc. will vary with a pupil's age and ability to process self- reflection.

In order….

1. Tell me what happened? **2. What were you thinking that led you to behave in that way?** **3. Who/what has been affected by what you have done?**   **(**If behaviour is directed towards pupils/adults ask**)** **4. Can you tell me how -------- has been affected by your behaviour?** **5. Which rule/part of our School Code have you broken?** **6. What do you think you need to do to make things right?**

Other self-reflection techniques include 'Worth a Rethink' and Think Time Sheet'

 "Restorative Questioning"- "Northern Ireland Anti-Bullying Forum (NIABF) file *'Effective Responses to Bullying*
  Behaviour'

8- **'The Breakwell Cycle'** **–** *taken from "Coping with Aggressive Behaviour" Glynnis Breakwell (1997)*

9- *Exemplar Policy for Identifying Learners with SEBD pages 87-88 'Guidance on Identifying and Supporting*

Learners with Social Emotional and Behavioural Difficulties" M. Breen et.al. Northern Ireland Curriculum

10 Northern Ireland Anti-Bullying Forum (NIABF) file *'Effective Responses to Bullying Behaviour'* page 2

11 Northern Ireland Anti-Bullying Forum (NIABF) file *'Effective Responses to Bullying Behaviour'* page 7

12 Northern Ireland Anti-Bullying Forum (NIABF) file *'Effective Responses to Bullying Behaviour'* page 13-19

13 Policy review sheet page 90 'Guidance *on Identifying and Supporting Learners with Social Emotional and Behavioural Difficulties" M. Breen et.al. Northern Ireland Curriculum*

Appendix 4 – Sample Bullying Concern Assessment Form (BCAF)
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, based on 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**

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

Agreed by _____

Status   _____

On   ___/___/___

PART 2

2:1 Who was targeted by this behaviour?

Select one or more of the following:

☐ Individual to individual 1:1   ☐ Individual to group   ☐ Group to individual
☐ Group to group

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

☐ Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking

☐ Any other physical contact which may include use of weapons)

☐ Verbal (includes name calling, insults, jokes, threats, spreading rumours)

☐ Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)

☐ Electronic (through technology such as mobile phones and internet)

☐ Written

☐ Other Acts

Please specify:_____-

2.3 Motivation (underlying themes): this is not a definitive list

Select one or more of the following:

☐ Age
☐ Appearance
☐ Breakdown in peer relationships
☐ 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

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

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

☐   Following Safeguarding Policy

☐   Seek multi-agency input (EA, Health and Social Services etc)

☐   Engage with Board of Governors

Agreed by:	Signed:
	Date:
School	Signed:
	Date:
Parent	Signed:
	Date:
Pupil	Signed:
	Date: