

**HOWARD
PRIMARY SCHOOL
NURSERY UNIT**



Draft Anti-Bullying Policy

Reviewed September 2021

SECTION 1:-Introduction

“Understanding what bullying is and how it affects students allows us to be better equipped to effectively stop bullying behaviours”

(Finger, Craven, Parada & Young, 2007)

Howard Primary School & Nursery Unit aims to provide a learning, caring and happy environment in which the potential of every child can be realised.

We wish to promote in all our pupils such values that will make them caring, responsible citizens.

We believe in the dignity and worth of each individual and in the development of the whole person.

The school aims to promote positive relationships and endeavours to provide an educational setting which is interactive and engaging. The school recognises that this includes pupils' short journeys walking to and from school, their experience of school trips and attendance at external school orientated events behaviours.

All members of staff share these values and work to ensure a pupil-centred approach in which caring is a shared responsibility of all staff.

These values underpin and shape all our school policies.

At Howard Primary School and Nursery Unit we believe all forms of bullying behaviour are unacceptable. We consider that all pupils have the right to learn in a safe and supported background. This learning environment should be devoid from the threat of emotional or physical harm. In addition to this, the school aims to foster a climate of transparency in which pupils, parents/guardians/carers and staff feel comfortable in reporting bullying behaviours.

We acknowledge that: - “Children have the right to be protected from all forms of violence (physical and mental). They must be kept from harm and they must be given proper care by those looking after them” (Article 19 United nations Convention on the rights of the Child, 1992).

Aims:

- We believe that all pupils have the right to learn in an environment which is free from intimidation and fear.
- Accordingly, we will work to create an environment within which positive relationships will be fostered and bullying behaviour of any sort will not be tolerated.
- Should bullying occur, the needs of those being bullied will be paramount, and the school will take all reasonable measures to ensure that the situation is resolved and will not reoccur.
- The school will seek to involve and inform parents in all areas of its anti-bullying work.
- Raise awareness and promote understanding of what constitutes bullying behaviour.
- Ensure pupils and parents/guardians/carers know how to raise a concern about bullying behaviour.
- Ensure an appropriate response to all reported instances of bullying behaviour.
- Provide support for pupils who experience bullying behaviour and also for those who display bullying behaviour.
- Encourage pupils to adopt positive attitudes and behaviour.
- Ensure robust monitoring, recording and review procedures are in place in the event of any incidents of bullying behaviour.
- Provide updates for staff and governors.

Section 2 – Context

At HPS we have based our Anti Bullying Policy on the following legislative and policy guidance.

The legislative context: -

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

Policy and Guidance Context

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE 2019)
- Northern Ireland Anti-Bullying Forum - Guidance Document: Effective Responses to Bullying Behaviour 2012.
- DE Circular 2003/13 - WELFARE AND PROTECTION OF PUPILS: EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003
- Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)
- Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)
- Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)
- Pastoral Care in Schools: Promoting Positive Behaviour' (2001)
- Pastoral Care in Schools: Child Protection' (1999)

International Context:

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

- Article 17 Duty to Safeguard and promote the welfare of pupils
- Article 18 – Child protection measures
- Article 12 - the right to express views and have these taken seriously
- Article 19 - the right to protection- including bullying

Definition of Bullying

At Howard Primary School & Nursery Unit we take the legal definition of bullying from, 'The Addressing Bullying in Schools Act (Northern Ireland) 2016':

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.
- The term 'omission' can, in certain circumstances be classified as an 'Act'.

This act places a duty on the Board of Governors of HPS to put in place measures to prevent bullying behaviour, in partnership with pupils and parents.

The Board of Governors will follow the guidelines from, "The Addressing Bullying in Schools Act (Northern Ireland) 2016".

The Board of Governors of HPS will:

- a) ensure that policies designed to prevent bullying at the school are pursued;
- 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
 - (i) on the premises of the school during the school day;
 - (ii) while travelling to or from the school within the times permitted:

8.20am-8.45am (for those pupils attending a normal school day)

1.45pm-2pm (for those pupils leaving school after a normal school day)

2.45pm-3pm (for those pupils leaving school after a normal school day)

3.45pm-4pm (for those pupils attending an after school club);

*The school notes that as there is no outside school supervision during the times listed above, incidents may relate to the 'word' of one pupil or adult against another. This may lead to insufficient evidence being available for a decision to be made in relation to bullying.

- (iii) while the pupil is in the lawful control or charge of a member of the staff of the school;
 - (iv) while the pupil is receiving educational provision on behalf of the school which is provided elsewhere than on the premises of the school;
- c) review those measures noted above-
 - (i) at intervals of no more than 4 years;
- d) before determining or revising those measures, consult (in such manner as appears to be appropriate) the principal and the registered pupils at the school and the parents of those pupils;
- e) in determining or reviewing those measures, have due regard to any guidance given by the Department of Education.
- f) prepare a written statement policy of such measures and secure that-

- i. a copy of that statement is given or otherwise made available, free of charge and in such form as the Board of Governors considers appropriate, to the parents of all pupils at the school and to the staff of the school;
- ii. Copies are provided to all families during Induction
- iii. The policy will be placed on the school website.
- iv. Copies of the statement are available for inspection at the school at all reasonable times, free of charge and in such form as the Board of Governors considers appropriate;

(2) The Board of Governors of a controlled school may, to such extent as it thinks reasonable, consider 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 pupil at the school which-

- (a) involves the use of electronic communication:
- (b) takes place in circumstances other than those listed in subsection (1)(b); and is likely to have a detrimental effect on that pupil's education at the school.

Duty to keep a record of incidents of bullying

(1) The Board of Governors of a granted aided school must ensure that a record is kept of all incidents of bullying involving a registered pupil at the school that occur-

- i. on the premises of the school during the school day;
- ii. while travelling to or from school, during the school term, within the times of the school day
- iii. while the pupil is in the lawful control or charge of a member of the staff of the school
- iv. while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere.

(2) A record must-

- i. state what, from the circumstances, appears to be the motivation of the incident.
- ii. state the method of bullying,
- iii. include information about how the incident was addressed

Section 3 Consultation and Participation

Under legislation The Board of Governors and Principal are required to consult with pupils, parents and staff regarding Positive Behaviour and bullying prevention measures which must be in place. We have met this requirement through the following ways;

We worked with pupils through the following consultation processes

- Consultative workshops with School Council and class representatives.
- Class based activities/circle time
- School questionnaires distributed to pupils P4-P7

We worked with parents/carers through the following consultation processes:

- Questionnaires distributed to all parents/ careers November 2021
- Key Points displayed in school and seesaw app
- Consultation period on draft policy on school website; link sent to parents through school app.

We worked with staff members through the following consultation processes;

- Awareness raising sessions for all teaching and non-teaching staff
- Consultation period on draft policy

Section 4 What is Bullying

At HPS, we take the legal definition of bullying from the Addressing Bullying in Schools Act (NI 2016).

Addressing Bullying in Schools- definition of bullying

- (1) In this Act 'bullying' includes (but is not limited to) the repeated use of-
 - i. any verbal, written or electronic communication,
 - ii. any other act, or
 - iii. 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 purpose of subsection (1) , “act” includes omission.

In adopting the definition noted above and the phrase, 'is not limited to', Howard Primary School & Nursery Unit recognises that the terms 'repeated use' or 'persistent', will generally be required to denote an act of bullying. However, we also recognise that a significant and serious one-off incident may require the implementation of this policy.

When assessing a one-off incident, to make a decision on whether to classify it 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
- any previous incidents involving the individuals
- cognitive and SEN ability will also be assessed.

Howard Primary School & Nursery Unit recognises that 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. Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.

Forms of Bullying

Bullying can take many different forms and is behaviour that intentionally and persistently causes distress to others. The following unacceptable behaviours on or off the school premises (i.e. school trips, short journeys to and from school or attended courses at alternative venues), 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
- making threats to 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 (including using an item/object/weapon)

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

Omission (Exclusion)

- Deliberately and repeatedly leaving someone out of a game
- Deliberately and repeatedly refusing to include someone in group work

Electronic Acts (PARENTAL RESPONSIBILITY OFF SITE),

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

*Whilst these lists are not exhaustive, Howard Primary School & Nursery Unit recognises that the behaviours listed may fit the definition and be considered bullying behaviour. *

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

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

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing 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 by describing the situation surrounding that child, for example:

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

We encourage all members of the school community to use this language when discussing bullying incidents.

In determining 'harm' we define:

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

Section 6 Preventative Measures

At HPS, we aim to promote a strong anti-bullying ethos within the school and the wider school community. Therefore, at HPS, we aim to prevent bullying and create a safe learning environment. Examples of these strategies include:

- Promote School Ethos at all times (as regards Bullying – be a TELLING / LISTENING / RESPONDING school).
- Promote an ethos of kindness and consideration and recognising and celebrating display of such with a kindness card.
- Promotion of anti-bullying messages through the curriculum eg inclusion of age appropriate material specific to individual subject areas related to anti bullying, positive behaviour and inclusion
- Awareness of Rights and Responsibilities.
- Recognise and reward good behaviour.
- Use of creative learning to enhance social and emotional skills.
- Ensure that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of the school code of conduct as set out in the Positive Behaviour Policy.
- School assemblies – addressing Bullying and providing Anti-Bullying Strategies.
- Develop effective playground strategies – training lunch time supervisors, zoning playground, inclusion of specific resources eg buddy benches, quiet zone and a provision of play equipment.
- Consultation with School Council.
- Use of PDMU lessons / Circle time to address prejudice, discrimination and social/ emotional learning.
- Promotion of Playground Friends / Helpers
- Questionnaires.
- Regular/timely/effective parental communication.
- Awareness raising e.g. Parent Induction meetings, class information meetings, School Policies Booklet issued, newsletters, website.
- Participation in national Anti-Bullying Week (in November each year).
- Use of outside agencies – NSPCC, ChildLine, PSNI, Behaviour Support Team.
- Staff training / effective communication.
- Creating Safe havens for vulnerable pupils in identified “hot spots” e.g. through seating arrangements, movement between classes, peer support arrangements
- Appropriate deployment of staff to support the transition from school day to journey home (eg. staff duty at school door and where appropriate)
- 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.
- 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 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, Filtering and Blocking Policy, Mobile Phone Policy, Connected Devices Policy, etc.)

- Worry Boxes placed in classrooms.
- Monitoring effectiveness of our preventative policy- when issue arose how effective were our interventions? What learning is there from these- identify and implement improvement/change.
- Involvement in meaningful and supportive shared education programmes with our partner school, Edendork Primary School, supporting pupils to explore, understand and respond to difference and diversity.
- Through the preventative curriculum, actively promote positive emotional health and well-being, eg mindfulness work, NSPCC 'Speak Out, Stay Safe,' Reach Mentoring,
- Development of peer led systems, eg School Council to support delivery and promotion of anti-bullying messages in school.

This above list is not exhaustive.

Travelling to and from School: ultimately, parents are responsible for ensuring their children behave appropriately on the way to and from school. However, the school may address these based on the impact to a pupil's education and well-being whilst in school.

In conjunction with this, we at HPS take preventative measures to educate against inappropriate behaviour on the way to and from school. While many of the measures outlined above will support the development of an anti-bullying culture, there are a number of ways we further build upon this including:

- 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.
- Appropriate deployment of staff to support the transition from school day to journey home (e.g. staff duty at drop off and pick up times, where appropriate)

Online behaviour: ultimately parents are responsible for ensuring steps to prevent bullying through the use of electronic communication amongst pupils. As the pupils in our school are under the age of 12, it is the responsibility of the parents and guardians to be fully aware of what their child is doing online. Parents are also responsible for the age restrictions that are evident for social media applications. The schools 'duty of care' will not be used in situations where pupils behave inappropriately on non-age appropriate platforms as this is the responsibility of parents.

Should incidents of online bullying and abuse be reported to our school by a concerned parent, we will advise these parents as to how to report this behaviour to the appropriate authority i.e. PSNI. If evidence of aspects of bullying become integrated into school life, we will play an active role.

IT IS THE REQUIREMENT OF PARENTS TO KEEP THEIR CHILD SAFE FROM INTERNET BULLYING WHILST AT HOME.

Ultimately parents are responsible for impact of online bullying.

In conjunction with this we at Howard Primary School take preventative measures to educate against online bullying by:

- Addressing key themes of online behaviour and risk through PDMU, including understanding how to respond to harm and the consequences of inappropriate use.
- Participation in Anti-Bullying Week.

- Engagement with key statutory and voluntary sector agencies (e.g. 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 (e.g. Acceptable Use of the Internet policy, Mobile Phone / Smart Watch policy, Connected Devices policy, etc.)

It is important to remember that our Anti-Bullying Policy is one of a number of policies in the wider pastoral care and safeguarding suite of policies.

We ensure our policies align and provide consistent messages for parents and pupils. The measures set out here, to prevent bullying behaviour through the use of electronic communication are also included in our school's e-Safety policy and Acceptable Use of the Internet policy.

Section 7 Roles and Responsibilities of School Community

All who are associated with Howard Primary School and Nursery Unit have a key role in promoting equality and inclusion and avoiding unfair discrimination and in implementing and supporting the Anti-Bullying policy of Howard Primary School and Nursery Unit. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

Governors are responsible for:

- Providing leadership and drive for the development and regular review of the school's policies.
- Providing leadership and ensure the accountability of the Principal and senior leadership for the communication and implementation of school policies.
- Highlight good practice and promote it throughout the school and wider community.
- Provide appropriate role models for staff, pupils, parents and all other stakeholders.
- Congratulate examples of good practice from the school.
- Ensure a consistent response to incidents.
- Ensure that the school carries out the statutory duties.

Principal is responsible for:

- Initiate and oversee the development and regular review of policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all stakeholders
- Ensure that staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Provide appropriate role models for all staff and pupils
- Provide opportunities and mechanisms for the sharing of good practice
- Take appropriate action in cases of bullying and ensure a consistent response to incidents
- Ensure that the school carries out its statutory duties effectively

Staff are responsible for:

- Proactively following this policy and any associated guidelines
- Providing role models for pupils through their own actions
- Dealing with incidents of bullying and negative behaviour
- Promoting positive behaviour and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief or socio-economic circumstances.
- Foster in our pupils' self-esteem, a sense of their rights and their responsibilities to others
- Discuss bullying behaviour with all classes, so that every pupil learns about the damage it causes to both the pupil who is experiencing the bullying behaviour and the pupil who is displaying the bullying behaviour.
- Emphasise the importance of telling a trusted adult about bullying behaviour when it happens or is observed.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and respond appropriately.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change in accordance with agreed procedures.

Pupils are responsible for:

- Treating others kindly and fairly without prejudice, discrimination or harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Telling staff about any bullying related incidents that occur.

Parents are responsible for:

- Supporting our school in its implementation of this policy
- Following and understanding the school policy through their own behaviour.
- Ensuring their children attend and engage in the learning
- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to (Mrs McWilliams/Mr McIlwaine /their class teacher) and explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying behaviour.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keeping written records of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their child is involved in a bullying concern, to resolve the difficulty in a way which stops the behaviour recurring and meets the needs of all children

Section 8 Reporting a Bullying Concern

At Howard Primary School, we aim to promote a strong anti-bullying ethos within the school and the wider school community. In this climate, we ensure pupils, parents and anyone else with concerns can make these known to the school. At Howard Primary School, it is essential that pupils are encouraged to raise concerns with any member of staff, both teaching and non-teaching staff.

Pupils reporting a concern:

At Howard Primary School, pupils can raise concerns by:

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

Any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour.

Through the preventative work taken forward under Section 6, this message should focus on 'getting help' rather than 'telling'. As such, all pupils should be encouraged to 'get help' if they have a concern about bullying that they experience or they know or suspect it is being experienced by another.

Parents / Carers Reporting a Concern:

At Howard Primary School, parents and carers should raise concerns about alleged bullying behaviour with the school at the earliest opportunity.

Parents / carers are reminded 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 are reminded that, whilst on school premises, they should ensure they follow school protocol and NEVER address issues themselves with a child or parent.

It is expressly forbidden for parents to approach, or address any issue with, a child who is not their own.

Please follow the school procedures described below.

The process for parents/carers to raise / report bullying concerns:

- In the first instance, all bullying concerns should be reported to the Class Teacher.
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to principal or, if not immediately available, the vice principal.
- Where the parent / carer remains unsatisfied that the concern has been appropriately responded to, the school's Complaints Procedure should be followed (please refer to the Complaints Procedure policy). This involves making a formal, written complaint to the Chair of the Board of Governors

While the majority of reports of bullying concerns will come from pupils and their parents / carers, Howard Primary School is open to receiving such reports from anyone.

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

Section 9 Responding to a Bullying Concern

The processes outlined below provide a framework for how Howard Primary School will respond to any bullying concerns identified.

Using the 'NIABF (Northern Ireland Anti-Bullying Forum) Effective Responses to Bullying Behaviour' resource, the member of staff responsible will use some / all of the following strategies:

- Clarify facts and perceptions
- Check 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, if deemed 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 intentions as necessary

NIABF advocates a restorative approach to responding to bullying behaviour. Interventions suggested in the Effective Responses to Bullying Behaviour resource will be adapted by Howard Primary School when responding to the behaviour, resolving the concern and restoring the wellbeing of those involved.

When responding to a bullying concern, Howard Primary School staff will implement interventions aimed at:

- responding to the behaviour
- resolving the concern
- restoring the wellbeing of those involved

Where appropriate, school staff may implement sanctions for those who have displayed bullying behaviour. Refer to the Positive Behaviour policy for consequences and sanctions used. It must be noted that information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his / her parents / carers

Section 10 Recording

The school will record all relevant information related to reports of bullying concerns, including:

- how the bullying behaviour was displayed? (the method)
- the motivation for the behaviour? (as far as it can be identified)
- how each incident was addressed by the school?
- the outcome of the interventions employed

This information will be recorded on an Anti bullying Concern Form by the member of staff who witnesses the behaviour or the member of staff to whom the behaviour was reported to

This documentation will be stored in a locked filing cabinet by the class teacher

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

Section 11 The Professional Development of Staff

- All staff have been involved in the review of the policy, including definition and levels of intervention.
- All staff have received training in appropriate interventions in line with NIABF's Guidance document: Effective Responses to Bullying Behaviour
- We may identify relevant future training needs within the School Development Planning Process.
- All staff at Howard Primary School & Nursery Unit will have opportunities to meet their professional development needs
- Safeguarding Training for all Governors and all staff teaching and non teaching.

Section 12 Links between this policy and other school policies

- School Complaints Policy
- E-Safety Policy & Acceptable Use of Internet Policy
- Pastoral Care Policy
- Positive Behaviour Policy
- Safeguarding Policy & Child Protection Policy
- Health & Safety Policy
- Relationships and Sexuality Education Policy
- Special Educational Needs & Inclusion Policy
- Educational Visits Policy
- Staff Code of Conduct.

Monitoring and Review of Policy:

At Howard Primary School, to ensure that we 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 of Governors where a report on recorded incidents of bullying will be noted identify trends and priorities for action assess the effectiveness of strategies aimed at preventing bullying behaviour assess the effectiveness of strategies aimed at responding to bullying behaviour

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before September 2025.

Appendices

1. Bullying Concern Assessment Form
2. Useful websites and contacts
3. Anti-Bullying Flowchart
4. Effective Responses to Bullying Behaviour – 4 levels of intervention

Signed: _____ Date: _____

PRINCIPAL:

Signed: _____ Date: _____
Chair of the Board of Governors

Appendix 1

Bullying Concern Assessment Form

PART 1 - Assessment of Concern

Our School's Definition of Bullying is			
Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met: The school will treat any incident which meets these criteria as bullying behaviour.			
	Name(s)	Gender	DOB & Year Group (if Pupil)
Person(s) reporting concern		M / F	
Target			
Other(s) involved in incident/concern			
Does the behaviour involve? <input type="checkbox"/> Individual to individual 1:1 <input type="checkbox"/> Individual to Group <input type="checkbox"/> Group to individual			
Type of incident and Theme (if applicable):			
<input type="checkbox"/> Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons)			
<hr/>			
<input type="checkbox"/> Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours)			
<hr/>			
<input type="checkbox"/> Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others)			
<hr/>			
<input type="checkbox"/> Cyber (through technology such as mobile phones and internet)			
<input type="checkbox"/> Disability (related to perceived or actual disability)			
<input type="checkbox"/> Homophobic (related to perceived or actual sexual orientation)			
<input type="checkbox"/> Racist (related to skin colour, culture and religion)			
<input type="checkbox"/> Sectarian (related to religious belief and/or political opinion)			
<input type="checkbox"/> Other _____			

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.

Does this incident conform to your school's agreed definition of bullying? Yes ☐ No ☐

Is there persistence/recurrence of this behaviour? Yes ☐ No ☐

Is it targeted behaviour? Yes ☐ No ☐

Is there a power imbalance? Yes ☐ No ☐

Is it intentionally hurtful behaviour? Yes ☐ No ☐

Is the behaviour causing physical or emotional harm? Yes ☐ No ☐

Does the behaviour involve omission? (*may not always be present) Yes ☐ No ☐

Give details of any previous incidents reported

Yes the above criteria have been met and bullying behaviour has occurred.		NO the above criteria have not been met and bullying behaviour has not occurred.	
The criteria having been met, proceed to complete, 'Bullying Concern Assessment Form' part 3.		The criteria having not been met, proceed to record the details of the inappropriate behaviour and the sanctions imposed. Continue to track and monitor the behaviour to ensure it does not escalate.	
Staff Signature:	Principal's Signature:	Parents Informed yes no	

PART 2 – Details of interventions to be implemented in response

Outline action/support to be undertaken with pupil(s) who has been targeted:
(please tick all that apply) ***Refer to Levels Guidance for Interventions**

- ☐ Intervention with ☐ individual(s) ☐ peer group ☐ whole class
- ☐ Ongoing support/monitoring from _____ (named staff)
- ☐ Have parent(s) been informed/involved? Yes ☐ No ☐ (Give details)

- ☐ Referral to other agencies (please specify) _____

- ☐ Any other details (please specify) _____

Outline action/support to be undertaken with pupil(s) who has been displaying bullying behaviour: (please tick all that apply) * **Refer to Level 1-4 Interventions Resource**

- ☐ Intervention re bullying concern with ☐ individual(s) ☐ peer group ☐ whole class

- ☐ Ongoing support/monitoring from _____ (named staff)
- ☐ Have parent(s) been informed/involved? Yes ☐ No ☐ (Give details)

- ☐ Referral to other agencies (please specify) _____
- ☐ Any other action (please specify) _____

- ☐ Suspension
- ☐ Expulsion

PART 3 - Status of Concern

This record is now:

- ☐ Filed (**Interventions complete, issue resolved, record maintained**)

Further intervention/ Required

- ☐ Copied to Class Teacher
- ☐ Passed to Vice Principal
- ☐ Copied to Principal
- ☐ Referred to external agency, please state: _____

Name and designation of the teacher completing this form:

Signed: _____ Date: _____

PART 4 - Ongoing record of support and interventions

(Refer to Levels Guidance for interventions)

PAGE

Date	Details of Intervention	Action Required Action Taken (Dated and signed)

Name and designation of the teacher completing this form:

Signed: _____ Date: _____

Appendix 2

USEFUL WEBSITES, TELEPHONE NUMBERS and REFERENCES.

- Department of Education www.deni.gov.uk
- Northern Ireland Anti Bullying Forum www.niabf.org.uk
- www.thinkuknow.org
- Childline NI www.childline.org.uk/bulling Tel 0800 1111
- NSPCC (FullStop) campaign Tel 0808 800 5000