



## **ANTI-BULLYING POLICY**

OCTOBER 2021



## **MISSION STATEMENT**

**Pond Park Primary School aims to provide a secure, caring environment which will maximise each child's potential and promote his/her personal development. The school places equal emphasis on pastoral care and academic progress.**



## **ANTI-BULLYING POLICY STATEMENT**

From time to time, pupils may be victims of bullying in spite of a positive caring ethos and discipline policy. They will be unable to learn effectively as a result. If we allow bullying to go unchallenged we are not providing our pupils with the safe and educationally-stimulating learning environment which they deserve.

The Anti-Bullying Policy reflects the 'School Aims' with a view to maintaining a safe, secure and happy environment for all children and staff. The school aims to encourage a whole-school approach to bullying to ensure that effective learning and teaching takes place for all. We aim to prevent bullying in any form and to have a consistent approach for dealing with incidents of bullying, quickly and effectively. We will ensure that all members of the school community are aware of this policy.



## **ANTI-BULLYING AIMS & OBJECTIVES**

### **General Aim**

As a caring school, our teachers and support staff will not tolerate bullying in our school, or the diminishment of our Pastoral Care. Our aim is to create a school which is safe, secure and happy. In order to achieve this we must act swiftly when a case of bullying occurs.

### **Three points of note:**

1. Bullying must be dealt with when it happens or is reported.
2. Bullying, like all school behaviour problems, is better prevented than cured.
3. Teacher and staff attitudes are important. Research has shown that schools where bullying rates were low were staffed by teachers who not only acted swiftly to stop it but also repeatedly taught desirable caring behaviour.

### **Aims**

1. This Anti-Bullying Policy reflects the 'School Aims' with a view to maintaining a safe, secure and happy environment for all staff and children.
2. We want to prevent bullying in any form and to have a consistent approach for dealing with incidents of bullying.
3. To ensure that all pupils, staff, and parents are aware of this policy and their obligations.

The Legal definition of bullying for Northern Ireland as outlined in 'Addressing Bullying in Schools Act (Northern Ireland) 2016';

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*

*© any combination of those;*

*by a pupil or a 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.*

### **What is Bullying?**

Bullying is a form of anti-social behaviour that is never acceptable in Pond Park Primary School. Bullying can include any sort of physical or psychological intimidation of a person, by another or a group, that causes anxiety or stress to the victim. This can be a single incident, or repeated over a period of time, and may include:

- Physical: Kicking, punching, pushing, nipping, hair-pulling.
- Verbal: Name-calling, threats, teasing, etc.
- Psychological: Exclusion from the group, intimidation, sneering, rude signs, name-calling, teasing, etc.
- Cyber-Bullying : The misuse of technology to bully or harass.
- Racist: Bullying relating to race, religion, or colour.
- Homophobic: Bullying relating to gender or sexual orientation.
- Omission: Where a pupil is deliberately left out and where there is a wilful failure to include a pupil.

## **Preventative Steps**

How a bullying-free ethos can be created and implemented in Pond Park Primary School:

1. A Code of Behaviour:
  - Positive School Rules (for all pupils);
  - Class Charter (a Management Plan 'owned' by every pupil).
2. A list of agreed procedures for responding to incidents, including sanctions.
3. Key staff to co-ordinate and monitor policy and incidents. (Mr Cherry, Mr McCleery, Mrs Scoffield, Mrs Williams, and Mrs Mulligan).
4. Pro-active use of Playground Buddies to monitor behaviour.
5. Procedures for logging incidents/contacting parents.
6. Communicating to **all** of the school community.
7. Ensure that pupils, staff, and parents are aware of their responsibilities.
8. Staff training (including non-teaching staff), to ensure that all individuals are competent in delivering the policy.
9. Establish 'Awareness Weeks' for staff, pupils and parents.
10. Listening boxes in P5 - P7.
11. Posters dissuading bullying.
12. Parent/Pupil Online Safety Evening and P7 Pupil Workshops.
13. iSupportU counselling service.
14. ChildLine telephone number displayed in all school areas. Class visits from ChildLine.
15. Curriculum-linked activities (novels, class discussions, teaching bullying awareness).
16. Supervision closely monitored (break/lunch duty). Liaison with/training of Supervisory Staff.
17. Good communication between staff/staff and staff/pupils.
18. Develop a telling ethos and a complaints' procedure.
  - Child reports to class teacher;
  - If situation persists, teacher liaises with Head of Key Stage.
17. Circle Time.
18. Encouraging responsible behaviour.
18. Assemblies will be used regularly to reinforce school's intolerance of bullying.
19. Sticks and Stones' Week.
20. UNICEF Rights Respecting Schools Award

## **Responsibilities and Procedures for Dealing with Incidents of Bullying Behaviour**

### **Teachers:**

- Be aware of procedures in relation to bullying;
- Listen to children and take all reports seriously;
- Attempt to deal with issue and investigate;
- Log all incidents;
- Liaise with staff and Designated Teacher/feedback;
- Follow-up/monitor all incidents continuously.

### **Ancillary Staff:**

- Be observant in **all** supervisory situations;
- Report any incident of concern to the class teacher;
- Follow all school rules and reinforce positive behaviour at all times.

### **Parents:**

- Be familiar with and support school's Anti-Bullying Policy;
- Listen to their children if they express any worries regarding school;
- Discourage any tendency towards bullying behaviour;
- Suggest to their child non-aggressive strategies for dealing with bullying behaviour;
- Inform school if they suspect bullying.

### **Pupils:**

- Avoid any behaviour which could be considered as bullying;
- TELL if being bullied (Teacher/Designated Teacher);
- TELL parents;
- Pupils should not react aggressively;
- Respect one another.

### **Governors:**

- Appoint a designated Bullying Governor;
- Report in Minutes any incidents of bullying reported or recorded.

## **Monitoring and Reviewing the Effectiveness of our Anti-Bullying Policy**

**(by Mr Cherry and Mr McCleery)**

- In-service training;
- Internal staff audits/questionnaires;
- Liaison with SLT;
- Liaison with ALL staff (to include Supervisory Assistants);
- Liaison with pupils through School Council;
- Monitoring number of issues logged in school's 'Anti-Bullying File'.  
(See Appendix 1)

### **Cyber-Bullying**

As outlined in the 'Addressing Bullying in Schools Act (Northern Ireland) 2016;

*(2) The Board of Governors of a grant-aided 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 registered 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*
- (c) is likely to have a detrimental effect on that pupil's education at the school.*

*The Act gives schools the explicit power to take action to prevent cyber-bullying which is taking place outside school, but which is likely to have an impact on the pupils' education in school. While this gives schools the option to take action, it does not place a duty on schools to do so. Any incidents of online bullying which take place during the school day, while travelling to or from school during the school term, while the pupils are in the lawful control or charge of a member of the staff of the school, or while in education provision on behalf of the school away from the school premises, must be addressed through the Anti-Bullying Policy.*

In Pond Park Primary School, we promote the positive use of technology to support engaging and effective learning and all pupils are monitored and guided when using this technology in school. Unfortunately, as mobile phone and internet use become increasingly common, so has the misuse of this technology to bully. Cyber-bullying can be a serious issue and can constitute a criminal offence. Tackling cyber-bullying will be an on-going process as technology develops further.

We believe that the education around, and modelling of, appropriate online behaviour is key to preventing such unwanted behaviour.

The whole school community has a part to play in ensuring Online Safety:

- We shall issue key safety advice and leaflets about cyber-bullying to Key Stage 2 pupils.
- All pupils will receive lessons each term as part of a new Online Safety Curriculum. These will be marked as whole-school 'Cyber Friday' events.
- A special Assembly and co-ordinated events will be organised each year to mark 'Safer Internet Day'.
- Primary 7 pupils will receive an Online Safety talk looking at transition to post-primary school. This will be delivered by Mr McCleery who is a trained 360 Degree Safe Assessor and CEOP Ambassador.
- The school will host annual Online Safety Evenings for parents.
- Parents should inform school if they know of any cyber-bullying incidents involving a child or children in school.

## **Personal Development and Mutual Understanding Programme (P1 – P7)**

Pupils' learning and work in this curricular area will include opportunities for them to explore self-awareness, relationships, feelings and emotions, safety, similarities and differences, and managing conflict.

Further opportunities for children to learn how to recognise bullying, and strategies to deal with bullying, will be provided through:

- Circle Time;
- Sticks and Stones' Week;
- Assemblies;
- Religious Education Topics;
- Classroom Management Plans (where rules, rewards and consequences are clearly defined);
- iSupportU counselling facility.
- UNICEF Rights Respecting Schools Award Class Charters

## **Steps Towards the Resolution of Bullying**

Following a report of bullying, staff will always try to assess the true nature of the incident before drawing up an action plan. Individual discussions will take place with the pupils displaying bullying behaviour and the pupil experiencing bullying behaviour, taking into consideration that both may need help. A written report of serious and/or repeated incidents will be recorded in an Incident Book, kept in each classroom.

## **The Pupil Experiencing Bullying Behaviour**

- The pupil will be encouraged to tell that bullying has taken place.
- The pupil will be encouraged to say "No" to unacceptable behaviour.
- The child will be given time to talk in private to the teacher who will reassure and support.
- Parents will be informed of any serious incident if they are not already aware of the situation.
- The child might require several sessions to air their concerns with the teacher who will follow up checking that the child settles happily again.

## **Strategies for Coping**

- All pupils in Pond Park Primary School are encouraged to tell their teacher as soon as possible after bullying has taken place.
- It will be stressed that personal safety must always be the priority.
- Friendships: the pupil will be supported and encouraged to build friendships within his/her peer group.
- We will encourage Assertive Discipline strategies, including saying "No", staying calm and confident, and walking away from the situation.

- Pupils will be familiar with the school's network of support teaching staff for pastoral care – Mr Cherry, Mr McCleery, Mrs Scoffield, Mrs Williams, and Mrs Mulligan.
- Bullying issues will be addressed individually and as a whole class so that attention is not drawn to the pupil in question.
- A range of resources will be available to help children understand and cope with bullying.

### **The Pupil Displaying Bullying Behaviour**

- The pupil will be given time to speak in private to the teacher who will try to determine if there are circumstances which may have contributed to or caused the behaviour, for example:
  1. Modelling behaviour experienced elsewhere.
  2. A crisis in the child's life.
- The child will be asked how he/she thinks the situation could be resolved.
- Parents will be informed of any repeated or serious incident.
- School may suggest a referral for in-school counselling or seek external support.
- Details of these incidents and follow-up discussions will be recorded and kept in the Incident Book.

### **Sanctions**

In most cases a quiet word and an explanation of how others feel is sufficient to make a difference. In Pond Park Primary School, we believe that learning from mistakes and being genuinely sorry for them, is part of growing-up to be a socially well-adjusted person. We believe much can be achieved by talking with the pupil displaying bullying behaviour and the pupil experiencing bullying behaviour to achieve a resolution and reconciliation.

In some cases, however, 'talking things through' will not make sufficient difference and in these cases we reserve the right to apply a range of sanctions.

Depending upon the seriousness of the bullying incidents, the following sanctions will apply:

- a verbal/written apology from the pupil displaying bullying behaviour to the pupil experiencing bullying behaviour;
- time-out
- withdrawal from playtime or privilege;
- exclusion from a range of school activities, including after-school clubs, class visits and other educational visits;
- exclusion at lunchtime;
- suspension from school.

Parents are requested to refer to the school's Behaviour and Discipline Policy which should be read in conjunction with this policy.

### **Parental Involvement**

- Parents will receive a school information leaflet on 'Bullying'. The procedures to follow and details of the appointed Designated Teacher will be included.
- Where an incident has been deemed to meet the criteria of 'Bullying' and recorded in the Bullying Concern Assessment Form (See Appendix), parents of those children will be notified by letter or telephone.
- A pledge for children in Primaries 1 - 7 to be signed, encouraging positive behaviour and respect for others.

### **Reporting of Incidents**

Any pupil can raise as a concern about bullying behaviour, not just the pupil experiencing this behaviour. Pupils are encouraged to get help for themselves or others and may report bullying behaviour in a number of ways, including:

Verbally: talking to a member of staff

Written: by writing a note to a member of staff or posting a comment in a listening box

Online: by submitting a report a concern form on our school webpage.

### **Recording of Incidents**

Under the 'Addressing Bullying In Schools Act (Northern Ireland) 2016', schools are required to assess one-off incidents in order to make a decision as to whether or not it is classed 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 incidents on the wider school community;
- Previous relationships between those involved;
- Any previous incidents involving the individuals (as recorded in PPPS Incident Books).

Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy and recorded in class Incident Books.

Should an incident be deemed to be bullying behaviour, parents will be informed that the incident will be recorded by the Senior Leadership Team (SLT) in the form of the 'Bullying Concern Assessment Form (BCAF)'.

This record is added to the record of the child displaying bullying behaviour on SIMS and will remain on their record for the duration of their time at school as well as being transferred to Post-Primary records.

The Bullying Concern Assessment Form (see Appendix), includes the following:

Part 1 – Assessment of concern (Is it bullying or socially unacceptable behaviour?)

Part 2 – Clarification of the nature of the bullying behaviour.

- 2.1 Who was targeted by this behaviour?
- 2.2 In what ways did the bullying behaviour present?
- 2.3 Motivation (any underlying themes?)

Part 3 – Record of support and interventions for:

- pupils experiencing bullying behaviour;
- pupils displaying bullying behaviour.

Part 4 – Review of the bullying concerns and actions.

### **Review of Incidents**

Incidents of recorded bullying will be reviewed within an agreed timeframe set by the SLT. Following this review, an agreement will be reached on the following basis:

Fully – an end to bullying behaviour;

Partially – interventions are working but more time is needed to ensure an end to bullying behaviour;

Further Intervention – interventions unsuccessful and further incidents have occurred.

## Bullying Concern Assessment Form

APPENDIX

**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**

### Bullying Concern Assessment Form

**Outline of incident(s):** Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (ie other pupils, staff) including date(s) of events, if known, SIMS record.

Date	Information gathered	Location (stored)

## Bullying Concern Assessment Form

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:

**The school will treat any incident which meets these criteria as bullying behaviours.**

Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

### One-off Incident

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

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

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

## PART 2

### 2:1 Who was targeted by this behaviour?

Select one or more of the following:

- Individual to individual 1:1     
  Individual to group     
  Group to individual  
 Group to group

## Bullying Concern Assessment Form

### 2.2 In what way did the bullying behaviour present?

Select one or more of the following:

- Physical (includes for example, jostling, physical intimidation, interfering with personal property,  
punching/kicking
  - Any other physical contact which may include use of weapons)
  - Verbal (includes name-calling, insults, jokes, threats, spreading rumours)
  - Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
  - Electronic (through technology such as mobile phones and internet)
  - Written
  - Other Acts
- Please specify: \_\_\_\_\_ -

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

Select one or more of the following:

- Age
- Appearance
- Cultural
- Religion
- Political Affiliation
- Community background
- Gender Identity
- Sexual Orientation
- Family Circumstance (pregnancy, marital status, young carer status)
- Looked After Status (LAC)
- Peer Relationship Breakdown
- Disability (related to perceived or actual disability)
- Ability
- Pregnancy
- Race
- Not known
- Other \_\_\_\_\_

Bullying Concern Assessment Form

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

**Bullying Concern Assessment Form**

**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:**

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

**Record of participation in planning for interventions**

**Pupil:**

**Parent/carer:**

**Other Agencies:**

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

## Bullying Concern Assessment Form

### 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:

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**Part 4b If the success criteria have not been met, continue to:**

- Re-assess Level of Interventions and implement other strategies from an appropriate level
- Track, monitor and review the outcomes of further intervention
- Keep under review the Stage of Code of Practice each pupil is on
- Follow Safeguarding Policy
- Seek multi-agency input (EA, Health and Social Services etc.)
- Engage with Board of Governors

**Agreed by:**

**School**

**Signed:**

**Date:**

**Parent**

**Signed:**

**Date:**

**Pupil**

**Signed:**

**Date:**

## **Bullying Concern Assessment Form**