**St. Peter’s P.S.**

**Plumbridge**



 **Anti-Bullying Policy**

**The Board of Governors of St. Peter’s Primary School will monitor and review the**

**effectiveness of the Anti-Bullying Policy and will update it regularly in line with new**

**guidance from the Department of Education.**

**Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Principal**

**Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Chair of Governors**

**Section 1 – Introduction and Statement**

# INTRODUCTION

St. Peter’s Primary School Plumbridge strives to provide a safe and enriched environment where success is celebrated and the pursuit of excellence is emphasised. Relationships are at the core of everything we do in St. Peter’s. The school aims to foster values of mutual respect and promote the well-being and self-esteem of all members of our school community. **At St. Peter’s Plumbridge Primary School we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment.**

**MISSION STATEMENT**

As a Catholic School, we at St. Peter’s Primary School Plumbridge, seek to provide a caring, secure and happy environment in which all children are treated as unique individuals who are given the opportunity to grow in independence and develop self-confidence. We believe this will enable our children to be better prepared personally, academically, spiritually and socially for the challenges of young adult life. Our school motto is ‘Growing and Learning in God’s Love’.

**We aim to:**

* Develop the young person as an individual and help them become a positive contributor to society.
* Enable children to reach their full potential by providing a broad and balanced curriculum with a varied range of extra-curricular activities.
* Work closely with home, community & church to create an environment in which we promote learning.
* Develop spiritual awareness through a strong Catholic Ethos which encourages the values of trust, honesty, respect, tolerance and a sense of fair play.
* Utilize emerging technologies to develop the child’s ability to become effective learners and provide them with the life skills for modern society.

**Section 2 – Context**

Our policy has been reviewed and developed in the following context:

**The Legislative Context:**

* The Addressing Bullying in Schools Act (Northern Ireland) 2016
* The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
* 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

**The Policy & Guidance Context**

* The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
* Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
* Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017) Updated September

2019

* 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)

**The International Context**

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

The key points to note are:

The Addressing Bullying in Schools Act (Northern Ireland) 2016:

* Provides a legal definition of bullying.
* Places a duty on the Board of Governors to put in place measures to prevent bullying

behaviour, in consultation with pupils and parents.

* Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
* Sets out under which circumstances this policy should be applied, namely:
1. In school, during the school day
2. While travelling to and from school
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.)

* Requires that the policy be updated at least every four years.

The Education and Libraries Order (NI) 2003, requires the Board of Governors to:

* ‘Safeguard and promote the welfare of registered pupils’ (A.17)

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

* Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or

exploitation. (A.19)

* Be protected from discrimination. (A.2)
* Express their views, in a supported and accessible way, on issues that affect them, and to

have their opinions taken seriously. (A.12)

* Education. (A.28)

**Section 3 – Ethos and Principles**

The following sets out our ethos and principles that underpin our school:

* We are committed to a society where children and young people can live free and safe from

bullying.

* We believe in a society where bullying is unacceptable and where every child and young person is

safe and feels safes from bullying.

* We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
* We value the views and contributions of children and young people, we will actively seek these

 views and we will respect and take them into account.

* We understand 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.

**Section 4 – Consultation and Participation**

**We have developed our policy through the following consultation:**

* Staff survey for all staff, teaching and non-teaching
* Representative members of staff involved in writing anti-bullying policy
* Class-based activities
* Whole school pupil questionnaires
* Whole school parent questionnaires
* Engagement meeting with our School Council

**Section 5 – What is Bullying?**

**The Addressing Bullying in Schools Act (NI) 2016 provides a legal definition of “bullying”:**

**(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.**

**St. Peter’s Plumbridge Primary School believes:**

***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.***

**We also believe that whilst bullying is usually repeated behaviour, there are instances of one-off**

**incidents that we as a school will consider as bullying.**

When assessing a one-off incident, to make a decision on whether to classify it as bullying, our 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 wider school community
* previous relationships between those involved
* any previous incidents involving the individuals

**Any incidents which are not considered bullying behaviour will be addressed under the Positive**

**Behaviour Policy.**

**The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:**

* **Verbal or written acts**
* saying mean and hurtful things to, or about, others
* making fun of others
* calling another pupil mean and hurtful names
* telling lies or spread false rumours about others
* try to make other pupils dislike another pupil/s
* **Physical acts**
* hitting
* kicking
* pushing
* shoving
* material harm, such as taking/stealing money or possessions or causing damage to

possessions

* **Omission (Exclusion)**
* Leaving someone out of a game
* Refusing to include someone in group work
* **Electronic Acts**
* Using online platforms or other electronic communication to carry out many of the written

acts noted above

* Impersonating someone online to cause hurt
* Sharing images (e.g. photographs or videos) online to embarrass someone

**This is not an exhaustive list and other behaviours which fit with the definition may be considered**

**bullying behaviour.**

**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
* Race
* Religion
* Disability / SEN
* Ability
* Looked After Child status
* Young Carer status

**Bullying is an emotive issue, therefore it is essential that we ensure we use**

**supportive, understanding language when discussion these matters. For that reason,**

**we will not refer to a child as ‘a bully’, nor will we refer to a child as ‘a victim’. Instead,**

**we will refer to the child describing the situation surrounding that child, for example:**

* A child displaying bullying behaviours
* A child experiencing bullying behaviours

We encourage all members of our 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, deeply 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**

St. Peter’s Plumbridge Primary School has established and will maintain the following strategies to prevent and reduce bullying behaviour: The staff will:

* Raising awareness and understanding of the positive behaviour expectations, as set

out in the Positive Behaviour Policy

* Promotion of anti-bullying messages through the curriculum e.g. inclusion of age appropriate

material specific to individual subject areas related to bullying, positive behaviour and inclusion – **Keeping Safe Programme, Speak Out, Stay Safe Programme.**

* Addressing issues such as the various forms of bullying, including the how and why it

can happen, through PDMU/Paths/Religion

* Involvement in meaningful and supportive shared education projects, supporting

pupils to explore, understand and respond to difference and diversity Culture Quarter

* Through the preventative curriculum actively promote positive emotional health and

wellbeing (e.g. neuromonio, meditation, breathing techniques)

* Participation in the NIABF annual Anti-Bullying Week activities
* Engagement in key national and regional campaigns, e.g. Safer Internet Day
* Development of peer-led systems (e.g. **School Student Council** to support the delivery and promotion of key anti-bullying messaging within the school
* Development of effective strategies for playground management, e.g. training for

supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches,)

and provision of a variety of play options to meet the needs of all pupils – **Playground**

**Pals**

* Focused assemblies to raise awareness and promote understanding of key issues

related to bullying.

* Development of effective strategies for the management of unstructured times (e.g.

break time, lunch) - new game equipment purchased, children encouraged to play games

* Ensure all school staff, teaching and non-teaching are familiar with the school’s Anti- Bullying Policy and the procedures they must implement when responding to bullying concerns.
* display awareness raising posters in classrooms and corridors and on our Child Protection Notice board.
* provide appropriate leaflets and literature for pupils and their parents – Pupil Keeping safe leaflet
* encourage children to understand their role in preventing bullying behaviour through ‘Circle Time’, drama/role-play and novels; Paths Programme pupils will be trained to understand more clearly the feelings of targeted children and to practise the skills they need to avoid bullying behaviour

**St. Peter’s Plumbridge Primary School raises awareness of the nature and impact of online bullying and supports our pupils to make use of the internet in a safe, responsible and respectful way by:**

* Addressing key themes of online behaviour and risk through PDMU/Paths, including

 understanding how to respond to harm and the consequences of inappropriate use.

* Participation in Anti-Bullying Week activities.
* Engagement with key statutory and voluntary sector agencies (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, Filtering and Blocking Policy, Mobile

Phone Policy, Connected Devices Policy, etc.)

* Begin to use the 360 Self-evaluation tool to monitor and evaluate the effectiveness of Internet Safety

**Section 7 – Responsibility**

**Everyone in our school community, including pupils, their parents/carers and our staff, are expected to respect the rights of others to be safe.**

**Everyone has the responsibility to work together to:**

* foster positive self-esteem
* behave towards others in a mutually respectful way
* model high standards of personal pro-social behaviour
* be alert to signs of distress\* and other possible indications of bullying behaviour
* 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.
* 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 has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
* know how to seek support – internal and external
* resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

**Section 8 – Reporting a Bullying Concern**

**Pupils Reporting a Concern**

**In St Peter’s Plumbridge Primary School our pupils can:**

* Verbally- talk to a member of staff
* By writing a note to a member of staff (eg. in a homework diary)
* Verbally talk to a member of the school council
* Post a comment in a ‘worry box’

Any pupil in our school can raise a concern about bullying behaviour, not just the pupil who

is experiencing the behaviour. Our message is: get help’ rather than ‘telling.’

**Parents/Carers Reporting a Concern**

**In St Peter’s Plumbridge Primary School our Parents/Carers can:**

* In the first instance, report all bullying concerns 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 the Principal, Miss Falls.

* Where the parent/carer remains unsatisfied that the concern has not been appropriately

responded to, our School’s Complaints Procedure should be followed.

While the majority of reports of bullying concerns will come from pupils and their parents/carers, the school must be 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 should be noted that no information about action 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**

**In St. Peter’s Plumbridge Primary School our staff shall:**

* 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 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

**When responding to a bullying concern, our school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, our school staff may implement sanctions for those displaying bullying behaviour.**

**Any action taken regarding a pupil cannot be disclosed to anyone other than that**

# pupil and his/her parents/carers.

**Section 10 – Recording**

**St. Peter’s Plumbridge Primary 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 will be kept in the Bullying Incident Record File which is stored in the Principal’s Office.

St Peter’s Plumbridge Primary School will continue to use our Bullying Incident Record File until The Behaviour Management Module is implemented in all schools. This file is locked securely in The Principal’s office.

**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 our school.**

**Section 11 – Professional Development of Staff**

* St. Peter’s Plumbridge Primary School is committed to ensuring that our staff are provided with appropriate opportunities for professional development as part of the school’s ongoing CPD/PRSD provisions
* We will ensure that opportunities for safeguarding training are afforded to Governors

and all staff – teaching and non-teaching

**Section 12 – 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 shall be reviewed as required, in consultation with pupils and their parents/carers, on or before Term 1 2023*

**Section 12 – Links to Other Policies**

***In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:***

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

# GUIDANCE FOR STAFF RE: PROCEDURES & PRACTICE

It is important that all members of staff know who is responsible for responding to concerns and implementing interventions, when bullying behaviour occurs.

Consequently, four levels of response are suggested (below) corresponding to the four Levels of Intervention detailed in the NIABF Document, **‘Responding to Bullying Behaviour: Effective Interventions’.** The staff members who need to be involved at each level of intervention are also identified below:

* Miss Falls (Principal)
* Mr Rouse (DT)
* the teacher of the pupil engaged in the bullying behaviour and the teacher of the pupil targeted

# Level 1 Interventions (Class Teacher)

Class teachers who observe a low level incident of bullying behaviour (or reported) have an initial responsibility for taking positive action.

This will involve using different practices such as:

* Restorative Questioning – may be used either to record or to have discussion with pupil.
* One-to-One discussions and/or Think Time Discussions
* Whole class/group discussions
* Quality Circle Time.

In St. Peter’s Plumbridge Primary School, staff will use Restorative Questioning and Whole Class/Group discussions will be used to generate a response to Bullying Behaviour. Staff will address concerns with all pupils directly involved or indirectly impacted upon. This will include bystanders and, as appropriate, the group or whole class. Appropriate records will be maintained throughout.

# LEVEL 2 INTERVENTIONS (CLASS TEACHER with OTHER KEY MEMBERS OF STAFF)

Class Teachers will obtain additional advice & support from the school’s Pastoral Co-ordinator (Miss Falls); SENCO (Mrs Bradley) and DDT (Mr Rouse), regarding their ‘Assessment of the Concern’. (Appendix 2).

This may also include:

* obtaining parental consent to planned interventions
* meeting with pupils involved or impacted upon
* meeting with parents/carers
* contributing to planned interventions to support and strengthen individual pupils.

Each staff member involved will maintain and provide appropriate records of their intervention for the key co-ordinating staff member’s information.

# LEVEL 3 INTERVENTIONS (PRINCIPAL AND SMT)

At this level, a “history” of on-going concerns and interventions may exist **or** this may be a newly emergent but more complex bullying concern.

The Principal (and the school’s Senior Management Team) will be involved and identified on the ‘Assessment of Concern’ form. Their responsibilities will include:

1. Gathering and assessing complex and dynamic information.
2. Liaising with and/or making a referral to external professionals/agencies.
3. Maintaining ongoing communication with pupils, their parents/carers. This role and responsibility may include an integration of the following plans:
4. Risk Assessment/Risk Management Plans
5. Pastoral Care/Child Protection Plans
6. Special Education Needs IEPs

# LEVEL 4: INTERVENTIONS/SAFEGUARDING INTERVENTIONS (multi-disciplinary)

Bullying concerns which require this level of intervention include considerable pupil vulnerability and well-being considerations, “risk of considerable harm” or criminal aspects.

Interventions need to be carefully managed by the Principal, and the Designated Teacher for Child Protection. These may involve:

* Discussion with and referral to multi-disciplinary agencies.
* On-going liaison with Family Support, Safeguarding and/or medical agencies to elicit intensive support services for pupils and their families will be indicated.
* Working in close partnership with parents/carers.
* Advising and supporting school staff implementing risk management plans.
* Supporting staff in implementing discrete 1:1 and classroom based ‘Pupil Strengthening’

interventions reflected through the SEN Code of Practice.

# RECORDING CONCERNS AND RESPONSES / INTERVENTIONS

The staff involved will:

* gather information and assess a bullying concern, using the **Bullying Concern**

# ‘Assessment Form’ (Appendix 1)

* plan appropriate interventions with reference to the School’s Positive Behaviour Policy and NIABF Effective Interventions Framework and Guidance Document, **Responding to Alleged Bullying Behaviour.**
* have their roles and responsibilities defined, in providing a strategic response to a concern and ensuring that communication between all involved is maintained.
* A named person(s) and actions agreed will be recorded. Time frames involved in responding will be noted and adhered to
* will obtain advice, support or make a referral to a relevant Support Services e.g. Pupil Personal Development Team. Behaviour Management Team, EWO, Education Psychology, Child Protection Support Services continue to monitor and support all pupils involved post-intervention.

When responding to concerns re. bullying behaviour, staff will use the ‘Bullying Concern Assessment Form (Appendix 1) and adhere to the school policy and agreed procedures, adopted from The NI Anti Bullying Forum (NIABF) Guidance issued by DE in June 2013 to all schools. The following steps will be taken:

* All observed, suspected or reported ‘Concerns about Bullying Behaviour’, will be

listened to, taken seriously and recorded.

* Staff will remain calm and non-judgemental, using solution-focused and restorative approaches:
	+ School staff will ‘assess the concern’ to determine if it satisfies the school’s agreed ‘Definition of Bullying Behaviour’ and the nature of the concern (Appendix 1)
	+ Even if the concern does not satisfy our definition of bullying behaviour, school staff will plan an intervention to address and resolve any issue or friendship difficulty
* Key Staff will decide, **Who** they need to work with, **What** Level of Intervention is required and **How** to respond, determining the particular intervention which is appropriate with individual pupils and/or groups, to meet their needs and resolve the bullying concern.
* Interventions will be promptly implemented to ensure the bullying behaviour ceases

and the ‘targeted pupil’ feels safe and more secure.

* Restorative Interventions aim to ensure the pupils engaging in the behaviour recognise and acknowledge the impact of their behaviour and will agree to act to repair any harm caused and restore pupil relationships (Appendix 3: Restorative Questioning)
* Should a pupil refuse to acknowledge their behavioural mistakes and the hurt caused or be unwilling to engage in ‘restorative processes’, this suggests a Level 3 Intervention is needed and that, in addition to ‘Pupil Strengthening’, appropriate consequences may be required.
* As appropriate, staff interventions may involve group-work and enlisting peer support to help achieve a resolution to the concern and repair relationships.
* A follow-up meeting & discussion with individual pupils (targeted pupil, peer supporters and pupil engaging in bullying behaviour) is essential to find out whether or not any planned intervention has been effective and the outcomes of these discussions recorded.

Should continuing concerns and/or repeated incidents occur, staff will re-assess the concern***,*** informing parents and implementing a further revised intervention plan.

* A clear account of the ‘Assessment of Concern’, interventions used and outcome will be reported to the appropriate members of staff i.e. class teacher/ Principal (Designated Teacher for Child Protection) and recorded.
* The effectiveness of any interventions and pupil well-being and safety ‘post- intervention’ will be carefully monitored and recorded and if required a ‘strengthening plan’ devised.
* Bullying concerns assessed as requiring Complex Level 3 interventions or Level 4 safeguarding interventions, will require that pupils’ parents/carers are involved, along with external and multi-agency professionals.
* Level 3 and 4 interventions to address bullying concerns will be coordinated by School Management Team/Principal
* Where Level 3 and 4 interventions are required, consequences as set out in the ‘Promoting Positive Behaviour Policy’ may be appropriate and if so, will be used proportionately.

# EQUALITY AND EQUAL OPPORTUNITIES

* All children have equal access to the curriculum regardless of their race, gender, disability or ability. Teachers plan work that is differentiated so that all groups and individuals can achieve their potential and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment.
* We recognise that staff response and interventions to pupil’s ‘behavioural mistakes’ also need to **differentiate** *-* as some pupils, because of developmental delay, SEBD, SEN and disability, will experience additional difficulties while learning to behave pro-socially, requiring additional staff support and ‘strengthening interventions’. (Gott & Bomber)