Hamiltonsbawn Primary School

~ Anti-Bullying Policy ~

October 2023

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Anti-Bullying Policy

Hamiltonsbawn Primary School promotes learning for life and high achievement by working with children to:

- ➢ practise the Christian faith in their daily lives;

- ➢ have high self esteem – respecting themselves, others, our local community and the world around us;

- ➢ recognise their talents and acquire the knowledge and skills to be their individual best;

- ➢ become happy, enthusiastic, highly motivated life-long learners;

- ➢ be able to work independently and collaboratively;

- ➢ gain the necessary skills to equip them for our ever changing world.

GENERAL RATIONALE

Hamiltonsbawn Primary School is completely opposed to bullying and it will not be tolerated. Bullying, regardless of what form it takes, is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. We also have a responsibility to contribute, in whatever way we can, to the protection and maintenance of such an environment. Parents, in turn, will be expected to work with the school to ensure that bullying does not take place. The Board of Governors has an overarching responsibility to ensure that the school provides a safe and harmonious learning environment for all who use the premises. The Board takes this responsibility very seriously.

PRINCIPLES

We work with our staff, pupils and parents to create a school community free from bullying. To achieve this, we:

- ➢ support staff to promote positive relationships and identify and tackle bullying related issues appropriately;
- ➢ ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti bullying policy;
- ➢ operate a robust anti bullying policy;
- ➢ discuss, monitor and review the policy with members of staff and with pupils biannually;

➢ report back quickly to parents regarding their concerns of bullying issues and deal promptly with complaints in line with our policy;

We believe that each child will succeed through experiencing quality in:

➢ a Christian ethos of support and encouragement, where diversity is respected and success is celebrated;

➢ a broad and challenging curriculum, ensuring inclusion and equality of opportunity;

➢ a learning partnership between school, home and the wider community;

➢ a safe, healthy, stimulating learning environment;

➢ innovative teaching and an investigative approach to learning.

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

The Education and Libraries Order (Northern Ireland) 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 & 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)

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)

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*
- ✓ 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'*
- ✓ The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:
  1. *Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation.*
  2. *Be protected from discrimination.*
  3. *Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously.*
  4. *Education.*

Ethos

We believe in a society where bullying is unacceptable and where every child and young person is safe and feels safe from bullying. We believe 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 and Participation

This policy has been developed in consultation with registered pupils and their parents/guardians, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

Consultation with pupils took place through:
- Class discussions (P4-P7)
- Assembly

Consultation with parents/guardians took place through:
- Anti-Bullying/Positive Behaviour parental Questionnaire
- Information sent via Seesaw and school website (draft policy)
- Engagement with Board of Governors

The school's safeguarding team drafted the revised policy which was then presented to all staff members for their approval, before being ratified by governors.

Definition of Bullying

Addressing Bullying in Schools Act 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
   (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.

Northern Ireland Anti-Bullying Forum (NIABF):
'Bullying is the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.'

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.
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 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
  1. saying mean and hurtful things to, or about others
  2. making fun of others
  3. calling another mean and hurtful names
  4. telling lies or spread false rumours about others
  5. try to make other pupils dislike another pupil/s

- Physical Acts
  1. Hitting
  2. Kicking
  3. Pushing
  4. Shoving
  5. Material harm, such as taking/stealing money or possessions or causing damage to possessions

- Omission (Exclusion)
  1. Leaving someone out of a game
  2. Refusing to include someone in group work

- Electronic Acts
  1. Using online platforms or other electronic communication to carry out many

of the written acts noted above
2. Impersonating someone online to cause hurt
3. Sharing Images (eg. Photographs or videos) online to embarrass someone

The list is not exhaustive and that other behaviours which fit with the definition may be considered bullying behaviour.

When discussing bullying behaviours, the terms 'bully' and 'victim' should be avoided. Instead we should refer to the child describing the situation or surrounding that child, as:
- A child displaying behaviours
  or
- A child experiencing bullying behaviours

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

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

Preventive Measures
The focus for all anti-bullying work should be on preventing bullying and creating a safe learning environment. In Hamiltonsbawn we do this by:

- ✓ Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- ✓ Promoting anti-bullying messages through the curriculum e.g. appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
- ✓ Addressing issues such as the various forms of bullying, including the how and why it can happen, through PD&MU, whole school assemblies and R.E
- ✓ Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity
- ✓ Promoting positive physical and emotional health through PD&MU, PE curriculum
- ✓ Participation in the NIABF annual Anti-Bullying Week activities
- ✓ Engagement in key national and regional campaigns, eg Safer Internet Day
- ✓ Development of peer-led systems e.g. School Council to support the delivery and

promotion of key anti-bullying messages within the school
- ✓ Development of effective strategies for playground management e.g. zoning of playgrounds, inclusion of specific resources to meet the needs of all pupils
- ✓ Focused assemblies to raise awareness and promote understanding of key issues related to bullying
- ✓ Provision and promotion of extra-curricular activities, aimed at supporting the development of effective peer support relationships and networks

Preventing bullying behaviour on the journey to and from school:

- ✓ Development of a culture where pupils take pride in their school and are viewed as ambassadors for Hamiltonsbawn PS within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- ✓ Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school e.g. peer monitoring systems on buses
- ✓ Regular engagement with transport providers e.g. EA Transport to ensure effective communication and the early identification of any concerns
- ✓ Appropriate deployment of staff to support the transition from school day to journey home e.g. staff bus duty rota and procedure for safe handover

We raise children's awareness of the nature and impact of online bullying and support our pupils to make use of the internet in a safe, responsible and respectful way. We do this by:

- ✓ Addressing key themes of online behaviour and risk through PD&MU, R.E and ICT, including understanding how to respond to harm and the consequences of inappropriate use
- ✓ Participation in Anti-Bullying Week activities
- ✓ Holding a themed Health and Safety themed week in February annually
- ✓ 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, E-Safety Policy and Mobile Phone Policy.

Responsibilities of Staff

- Staff will foster in our pupils, self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect in our pupils.
- Discuss bullying with all classes so that every pupil learns about the hurt it causes to both the child who experiences bullying behaviour and to the child who is displaying bullying behaviour.
- Staff will continually reinforce the importance of telling a trusted member of staff about bullying when it happens.
- Be alert to signs of distress and other indications of bullying.
- Listen to children who reports that they have experienced bullying behaviour, take what they say seriously and provide reassurance that appropriate action will be taken.
- Follow up any concern by a parent about bullying and report back promptly and fully on the action that has been taken.
- Report suspected cases of bullying to a member of the Safeguarding Team who will record and take appropriate action.
- Fully engage in activities and competitions organised during Anti-Bullying Week.
- Use circle time, PD&MU lessons, RE lessons, school assemblies etc. to promote opportunities to discuss the subject.

Responsibilities of Support Staff and all other adults connected with the school for Clubs and Activities

- All staff and adults working with pupils (includes sports coaches and adults leading after-school activities) should be vigilant in looking for signs of bullying.
- They should report any incident of bullying or suspected bullying to the class teacher or in the absence of the teacher, a member of the Safeguarding Team.
- During lunch times, supervisory staff will assist with playground games and help maximise the use children make of the play equipment and playground markings. They will closely monitor children's involvement in activities.

Responsibilities of our Pupils

We expect our pupils to:

- Tell an adult if they are experiencing bullying behaviour.
- Refrain from becoming involved in any form of bullying.
- Report to a member of staff any witnessed or suspected instances of bullying.
- Intervene to protect any pupil who is experiencing bullying behaviour by reporting the incident to an adult.

Responsibilities of our Parents

We ask our parents to support us by:

- Advising their children to report any incidents of bullying to their teacher or any other staff member.
- Informing the school of any suspected bullying behaviour.
- Advising their child not to retaliate to any form of bullying.
- Co-operate with the school in matters of bullying - if their child is experiencing bullying behaviour or if their child is displaying bullying behaviour.

Parents must not approach another child about a behaviour matter or an incident of suspected bullying. All concerns must be brought directly to school staff in line with school policy.

Reporting a Bullying Concern

Pupils Reporting a Concern

Any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Through the preventative work as previously listed, 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 is experienced by another pupil.

Pupils can report bullying concerns by:

- Verbally- talking to a member of staff
- By writing a note to a member of staff (e.g. Worry box)
- By sending an email to a member of staff or dedicated email address

Parents/ Carers reporting a Concern

Parents / carers can report bullying concerns by:

- 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 the designated teacher, Mrs Hunter.
- Where the parent is not satisfied that appropriate action has been taken by the designated teacher to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal, Mr. Hutchinson.
- Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This usually involves making a formal, written complaint, to the Chair of the Board of Governors, Dr. Rev. P. Munce (see Complaints Policy).

While a report of a bullying concern is most likely to come from pupils or their parents/carers, the school will be open to receiving such reports from others not directly involved with the school.

Any report of a bullying concern 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 action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Responding to a Bullying Concern

The school's process outlined below provides a framework for how we will respond to any bullying concerns identified. Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible shall:

- Clarify facts and perceptions
- Check records (BCAF)
- Assess the incident against the criteria for bullying behaviour

    If bullying behaviour has been identified:

- Identify any themes or motivating factors
- Identify the type of bullying behaviour being displayed
- Identify intervention level for pupil displaying/ experiencing bullying behaviour
- Select and implement appropriate interventions for all pupils involved
- 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 shall 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.

As previously stated, no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Recording

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 will be kept securely on the Bullying Concern Assessment Form (BCAF). Access to these records will be restricted to the Safe Guarding team and only provided to appropriate members of school staff.

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 the anti-bullying policy and practice within the school.

Professional Development of Staff

We are committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing Continued Professional Development (CPD) provisions. CPD records will be kept by each staff member and updated regularly.

Monitoring and Review of Policy

The Principal and Designated teacher for child protection will monitor the implementation of this policy. A report on implementation will be provided annually to the Board of Governors, within the overall report on pastoral care provision.

This Anti-Bullying Policy will be reviewed, in consultation with pupils and their parents/carers, _**on or before January 2027**_.

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

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

*School Senior Management and Subject Co-ordinators will ensure that all policies are consistent and updated accordingly

BULLYNG CONCERN ASSESSMENT FORM

PART 1 – ASSESSMENT OF CONCERN   Date: _____

	Name(s)	Gender m/f	DOB/Year Group (if pupil)
Person(s) reporting concern			
Name of targeted pupil(s)			
Name of pupils(s) involved			
Does the behaviour involve? ☐ Individual to individual 1:1 ☐ Individual to group ☐ Group to individual ☐ Group to Group			

Type of incident and theme (if applicable):

☐ Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, and other physical contact which may include use of weapons.

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

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

☐ Disability (related to perceived or actual disability)

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

☐ Homophobic (related to perceived or actual sexual orientation)

☐ Racist (related to skin colour, culture and religion)

☐ Sectarian (related to religious belief and/or political opinion)

☐ Other

_____

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
Does this incident meet your school's agreed definition of bullying?   Yes / No

Check records for previously recorded incidents

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

PART 2 – DETAILS OF INTERVENTIONS TO BE IMPLEMENTED IN RESPONSE

2.1   PUPIL(S) WHO HAS/HAVE BEEN EXPERIENCING BULLYING BEHAVIOUR:

    REFER TO LEVEL 1-4 INTERVENTIONS (NIABF)
    OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

_____
_____
_____
_____
_____
_____

 Provide outline details of the level and type of intervention with:

☐ peer group

    _____
    _____

☐ whole class

    _____
    _____

On-going support/monitoring to be provided
_____ (daily, weekly)
by _____ (named staff) and will be formally reviewed by
_____ (date).

Has/have parent(s) been informed/involved?   Yes / No   (Give details)
_____
_____
_____
_____

Referral to other agencies if yes, please specify:
_____
Any other details (please specify)
_____
_____
_____
_____

2.2 PUPIL(S) WHO HAS/HAVE BEEN DISPLAYING BULLYING BEHAVIOUR: REFER TO LEVEL 1-4 INTERVENTIONS (NIABF) OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

_____
_____
_____
_____
_____

Provide outline details of the level and type of intervention with:

☐ peer group

_____
_____

☐ whole class

_____
_____

On-going support/monitoring to be provided _____ (daily, weekly) by _____ (named staff) and will be formally reviewed by _____ (date).

Has/have parent(s) been informed/involved?   Yes / No   (Give details)
_____
_____
_____

Referral to other agencies if yes, please specify:
_____

Any other ACTION (please specify)

_____
_____
_____

☐ Suspension

☐ Expulsion

☐ Other (please specify)

_____

PART 3 ON-GOING RECORD OF SUPPORT AND INTERVENTIONS
REFER TO NIABF LEVEL 1-4 INTERVENTIONS

Date	Details of intervention	Action required/taken (date and signed)

Name and designation of the teacher completing this form:

Signed: _____Date: _____

PART 4   STATUS OF CONCERN

This concern is now resolved:

☐ Yes

☐ Copied to_____

☐ Filed (interventions complete, issue resolved, record maintained)

When concern is not resolved:

Further intervention required

    ☐ Review information and action to date

    ☐ Refer to Designated Teacher

    ☐ Refer to Principal

    ☐ Re-assess levels of interventions; implement other strategies from appropriate level

    ☐ Assign tasks, record and monitor as in Part 2 & 3.

Name and designation of the teacher completing this form:

_____

Signed: _____Date : _____

<u>Hamiltonsbawn Primary School</u> (THINK TIME DISCUSSION SHEET)

Name: _____Class: _____   Date: _____

This is what happened:

_____
_____
_____
_____
_____

This is what I was thinking/feeling at the time:

_____
_____
_____
_____

This is what I chose to do:

_____
_____
_____

Who was affected by what I did:

_____

How were they affected by my actions:

_____
_____
_____

What actions(s) do I need to take now to make things better/right?

1._____

2._____

3._____

Signatures

Staff:_____   Pupil:_____

Parents informed?   Yes / No

Hamiltonsbawn Primary School (THINK TIME DISCUSSION SHEET)

REVIEW MEETING

Date:_____

The actions I decided to take to make things better were:

1._____
_____

Done Not Done Results / consequences of my actions

2._____
_____

Done Not Done Results / consequences of my actions

3._____
_____

Done Not Done Results / consequences of my actions

Comments:

_____
_____
_____
_____
_____
_____

Review of Outcomes:

_____
_____
_____
_____
_____

Signatures:

Pupil: _____

Other: _____

Appendix 3:

See NIABF Levels of Intervention for guidance re. bullying behaviour