Anti Bullying Policy

Signature of the Chair of Board of Governors:_____

Signature of the Principal: _____

Date: _____

Review Date: _____

Contents

1 Introduction

As part of our Behaviour and Pastoral Policies to foster self- esteem and respect for others we promote an anti- bullying policy. We recognise that in this school as in all schools that bullying can exist. At Holy Trinity, we believe that all pupils have the right to learn in a safe and supported environment and that all forms of bullying behaviours are unacceptable.

Inclusion and Diversity

Inclusion and diversity are key principles in our school as it is made up of pupils from many different backgrounds, nationalities and experiences, each who have a wide range of skills, abilities, and interests. Individuality and difference is recognised and indeed celebrated in the school particularly through 'individual improvement'.
'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school'.
(Removing Barriers to Achievement 2004)
It is key in this policy that all in Holy Trinity feel special for whom they are and that they feel free from any form of injustice or prejudice. It is essential that all pupils feel cared for and safe as equal members of the school community. All pupils have the right to full entitlement and access to high quality education within a broad, balanced, relevant and differentiated curriculum. Each pupil no matter how they differ from others should feel valued and are offered curricular, pastoral and extra-curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, success and self-confidence.

2 The Context- Legislation and Guidance

The Legislative Context:

- The Addressing Bullying in Schools Act (NI) 2016
- The Welfare and Protection of Pupils Education and Libraries Order (NI) 2003
- The Education (School Developments Plans) Regulations (NI) 2010
- The Children Order (NI) 1995

- The Human Rights Act 1998
- The Education (2006 Order) Order (NI) 2007
- The Health and Safety at Work Order (NI) 1978

The Policy and Guidance Context
- The Addressing Bullying in Schools Act 2016 Statutory Guidance for Schools and Board 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)
- UN Convention on the Rights of the Child. (UNCRC)
- Close attention was also paid to the Northern Ireland Anti-Bullying Forum's
    'Effective responses to bullying behaviour'

Duties Placed on Board of Governors and Principals as a result of Legislation and guidance.

The Addressing Bullying in Schools Act (NI) 2016 places the following duties on the Board of Governors:
- To secure measures to prevent bullying
- To keep a 'Record of Incidents' of all incidents of bullying or alleged bullying involving a registered pupil/s at the school

The Welfare and Protection of Pupils Education and Libraries (NI) Order 2003 (DE Circular 2003/13: 'Article 17-Duty to Safeguard and Promote the Welfare of Pupils')
requires the Board of Governors to:

- Safeguard and promote the welfare of all registered pupils whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school
- Consult with registered pupils on the general principles which will be reflected in the school's discipline policy
- All schools will need to be satisfied that their current discipline policy deals with the prevention of bullying among pupils in a sufficiently clear and robust way to satisfy the new legal requirement.(See Behaviour Management Policy)

And to the Principal:
- When deciding on measures which will be used to encourage good behaviour in the school must specifically include measures to prevent bullying among pupils
- Before deciding on measures to encourage good behaviour must consult with pupils and parents

In considering the legislation and guidance, the Governors will:

- Secure a preventative, responsive and anti-bullying ethos, in association with other relevant policies, to ensure a safe, inclusive, happy, organised and engaging school environment
- Have overall responsibility for ensuring the Anti Bullying Policy is in place and updated at least every four years.
- Keep a 'Record of incidents' of all incidents of bullying or alleged bullying involving a registered pupil/s of the school.
- Support the principal in following the guidelines and practices agreed in the policy
- Monitor and evaluate the effectiveness of strategies promoted in the policy
- Consult with the school community on the general principles and practices reflected in the policy.

To ensure the above are carried out effectively the Board of Governors will
- ensure anti-bullying is a standing item on Board of Governors meetings
- Consider the views/feedback of the school community on the general principles and practices reflected in the policy.

The Principal will:
- Ensure this policy and associated policies are implemented consistently throughout the school
- Facilitate any necessary staff development in relation to behaviour management and anti- bullying.

3 Aims

The aims of this policy are to:

- Create an emotionally safe environment where positive relationships can develop.
- Foster caring attitudes which promote and guide to independence, self-respect, self-esteem, self-discipline, confidence, good manners and respect for everyone
- Commit to a preventative, responsive and restorative anti- bullying ethos.
- Prevent or reduce bullying in any form.
- Adopt a consistent approach to dealing with incidents of bullying.

- Ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success.

- Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear.

- The welfare/well-being needs of all children and young people are paramount and pupils' needs (whether bully or targeted pupil) need to be separated from their behaviour.

- When bullying concerns are identified our school will work in a restorative and solution focused way to achieve the necessary change.

- Pupils who are targeted will be listened to and supported.

- Pupils who engage in bullying behaviour will be listened to and encouraged to accept responsibility and change their behaviour.

- Where a concern arises, staff will receive ongoing support from Senior Managers with Pastoral responsibility. Training will be provided for staff on how to deal with bullying incidents.

4 Consultation and Participation

This policy has been developed in consultation with pupils, parents/carers and all staff and in complying with Addressing Bullying in Schools Act 2016.

The processes of how consultation took place included
- Workshops with student council
- Class based activities

- Questionnaires distributed to pupils and parents
- Draft policy sent out to parents asking for feedback

5 Preventative Measures

The following measures are in place in Holy Trinity:

Consistent implementation of Behaviour Management Policy which:

1. Acknowledges and affirms positive behaviours
2. Acknowledges and sanctions inappropriate /unacceptable behaviour
3. Upholds everyone's right to be safe both physically and emotionally
4. Requires high standards of behaviour from all.
5. Promotes anti- bullying messages through the curriculum
   in RI and PATHS/PDMU
6. Explores children's feelings and discusses the language of
   emotions.
7. The active promotion of positive emotional well- being.
8. Active participation in NIABF's Anti-Bullying week
9. Active participation in NSPCC BIG Anti- Bullying Assembly
10. Engagement in other national and regional campaigns e.g. Safer
   Internet Day,
12. Development of effective strategies for playground
   Management.
13 On-going tracking and monitoring of supervision
   arrangements re-canteen, corridors, toilets.
14. An established student council as a forum to children to
   talk.

We are also committed to the prevention of bullying behaviour on the way to and from school. Measures include:

- Development of a culture of telling/asking for help from all pupils at all times
- Development of the acknowledgement of the Golden rule 'Treat others as you want to be treated'
- Bus Monitors in place where need

- Regular engagement with transport providers to ensure early identification of any concerns on buses.

The Addressing Bullying in Schools Act 2016 gives the school the authority to take steps to prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school. As a result, we will continue to raise awareness of the nature and impact of online bullying and support pupils to make use of the internet in a safe, responsible and respectful way. This may include:
- Addressing key themes of online behaviour and risk through PDMU/PATHS including appropriateness of social media, consequence of inappropriate behaviour, how to respond to harmful material
- Participation in anti-bullying week
- Lessons on staying safe internet- acceptable use of the internet
- Engagement with key statutory and voluntary sector agencies (c2k, PSNI, PHA, Safeguarding Board)
- Development of other policies in related areas Acceptable use of the Internet Filtering and blocking Policy Use of Mobile Phone.

6 Bullying Behaviour Defined

Definition

Bullying is difficult to define as it is a complex issue which is open to many interpretations. The term bullying refers to a range of harmful behaviour, both physical and psychological. All bullying behaviour usually has the following four features:

- *It is repetitive and persistent*

- *It is intentionally harmful*

- *It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it*

- *It causes distress*

**The Legal Definition Of Bullying For Northern Ireland
As Outlined In The 2016 Act**

"(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 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".

NIABF – DEFINITION OF BULLYING

NIABF defines bullying as 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

In Holy Trinity we recognise that there is a continuum of inappropriate /unacceptable behaviours (which are not considered as bullying) will be dealt with in line with the school's Behaviour Management Policy.

However, on occasions we will be challenged to differentiate between inappropriate/ unacceptable behaviours and those which do constitute bullying. *Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and the needs of another or others.*

To Assess the behaviour as bullying behaviour

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

- *Is the behaviour intentional?*
- *Is the behaviour targeted at a specific pupil or group of pupils?*
- *Is the behaviour repeated?*
- *Is the behaviour causing physical or emotional harm?*

One –off incident

'But not limited to' within the definition in the Act, gives us the legal support to consider a one-off incident as bullying if we feel the situation causes significant emotional/ and physical harm and where there is evidence of premeditation**.**

When assessing a one -off incident, to make a decision on whether to classify it as bullying, we shall consider the following criteria;

- Severity and significance of the incident

- Evidence of pre-meditation

- Impact of the incident on individuals

- Impact on the whole school community

- Previous relationships between those involved

- Any previous incidents involving the individuals

Forms of Bullying

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

PHYSICAL BULLYING	*VERBAL BULLYING*
e.g. hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things; interfering with another's property by stealing /	*e.g. name calling; insulting or offensive remarks; accusing; taunting; put downs - ridiculing another's appearance/way of speaking/disability/personal*

hiding / damaging / intruding upon it; - extortion / threatening demands for money or other items - writing or drawing offensive notes / graffiti about another	mannerisms/race/colour/religion; - humiliating another publicly - spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm
EMOTIONAL BULLYING e.g. excluding/shunning others from group activity/social setting or play; - belittling another's abilities or achievements; - menacing looks/stares; - rude signs or gestures -omission	*CYBER BULLYING* e.g. misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity - misuse of mobile phones by text messaging /calls or images – again to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity - unauthorised publication or manipulation of private information; impersonation

Omission

The Act specifies that methods of bullying behaviour include omission

This is where a pupil is deliberately left out (e.g. 'they stopped him playing with them') and where there is a wilful failure to include a pupil (e.g. 'they purposefully did not ask him to join the game')

Other examples include a pupil being excluded from or left out of a group of friends' activities/games/group work in class etc.

The Motivations of Bullying: these include but are not limited to:

- age

- breakdown in peer relationships

- appearance

- community background

- race

- political affiliation

- gender identity

- sexual orientation

- pregnancy

- marital status

- race

- religion

- disability/SEN

- ability

- children looked after status

- young carer status.

Signs/Symptoms

A pupil may not wish to disclose incidents so staff should be vigilant in observing symptoms such as,

- Deterioration of work
- Spurious (fake) illness and /or erratic attendance
- Isolation/desire to remain with adults
- Problems reported from home (e.g. bed wetting, nightmares)
- Childhood depression/anxiety
- Unexplained damage or loss of property
- Unwillingness to talk about school/friendships
- Unexplained bruises or marks

Bullying is an emotive issue; therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, in Holy Trinity PS we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead we will use

- ❖ A Child displaying bullying behaviour
- ❖ A child experiencing bullying behaviours

7 Responsibilities

Pupils should:
- Report all incidents of bullying (if a child is being bullied or if another pupil is being bullied – tell someone- (GET HELP)
- Follow the school's rules.
- Avoid inappropriate behaviour which might be considered as bullying.
- Be respectful and supportive to others.

Parents should:
- Work in partnership with the school.
- Advise their children to report any concerns to a member of staff.
- Discourage behaviours which might be considered as bullying.
- Stress to their children that retaliation is not helpful.
- Contact the school secretary to arrange an appointment with the child's class teacher to discuss concerns.
- Co-operating with the school, if their child/children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.
- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

Our Staff will;
- Foster self- esteem, self- respect and respect for others through PATHS/PDMU
- Demonstrate by example the high standards of professional and social behaviour we expect of our pupils

- Discuss bullying with our classes so pupils learn about the damage it causes and the importance of telling the teacher
- Be alert to the signs of bullying
- Respond to any bullying incident
- Be consistent and fair when dealing with pupils who make inappropriate choices.
- Endeavour to correct and guide pupils who have made inappropriate choices in a firm but low toned voice.
- Endeavour to meet the educational, social and behavioural needs of the children with the support of parents.
- Maintain regular links with parents through notes, letters, diaries, meetings. Communicate regularly about what is expected.
- Be aware of the recommended appropriate sanctions and levels of acceptable behaviour
- Assume responsibility for the behaviour of all pupils in all areas of the school.

8.Reporting A Bullying Concern
Pupils

In Holy Trinity PS through our pastoral/preventative work, we continually encourage pupils to raise concerns with any member of staff, including teaching and non- teaching staff. We also reinforce that any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing the behaviour. Through our preventative work the key messages focuses on getting help rather than 'telling'.

Ways of reporting a bullying concern may involve:
- Verbally talking to a member of staff
- By writing a note to a member of staff
- By posting a comment in a worry box

Parents
Parents/|Carers should raise concerns about alleged bullying behaviour with the school at the earliest opportunity. We stress the need for parents/carers to

encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

The processes for reporting a bullying concern are

- In the first instance, all bullying concerns should be reported to the class teacher
- Where the parent/carer is not satisfied that appropriate or successful interventions are actioned, the concern should be reported to the VP/Principal.
- Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed.

All reports of bullying concerns received will be responded to in line with this policy and that 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.

9 Responding to a bullying concern;

- **Be calm.** It is important to be clear thinking and emotionally in control.
- **Be positive.** Have in mind the importance of maintaining a positive relationship with the pupil. A pupil is much more likely to modify his/her behaviour if he/she perceives that a teacher cares.
- **Be assertive.** Staff should directly and clearly express their thoughts, feelings and expectations concerning the need for the pupil to not only stop bullying, but also make restitution with the child who has been the targeted pupil.
- **Be Confident.** It is important to trust that you will be successful in implementing practices that can have on the pupil's future behaviour. It is always helpful to focus on the behaviour, not the pupil.

Using the NIABF' Effective Responses to Bullying Behaviour' resource, the member of the staff responsible shall;

- Gather information, clarify the facts and perceptions
- Check records for previous incidents
- Assess the incident against the criteria for bullying behaviour and on this basis determine whether bullying behaviour has taken place.
- Use the information gathered to complete part 1 of the 'Bullying Concern Assessment Form' (BCAF)

If the criteria for bullying have not been met the inappropriate behaviour will be dealt with under the schools 'Behaviour Management Policy'

If on the basis the information gathered the criteria for bully behaviour has been met the following processes will be followed:

- Complete the rest of the BCAF form and implement
- Identify any themes or motivating factors
- Identify the type of bullying behaviour being displayed
- Identify the appropriate interventions (Level1-4) consequences and sanctions not listed in the. 'Effective Responses to Bullying Behaviour'
- Consider the possible need for: further parental involvement, Special Educational Needs Coordinator (SENCO) involvement
  Individual Risk Assessment, External agency involvement e.g. CPSS CHILD Protection Support Service for Schools.

- Track, monitor and record effectiveness of interventions.
- Review the outcomes with the pupils.

Choosing an Appropriate Intervention

There is no one is always preferable intervention. Remember, the main aim of any intervention is to **RESPOND** to the bullying that is taking place, **RESOLVE** the concern and **RESTORE** the well-being of all those involved.

In selecting an intervention schools should take account of:

- The level of severity
- The age and ability of those involved
- Whether an individual pupil or a group is involved
- The level of staff agreement, confidence and competence in adopting a restorative, behaviour changing approach.
- The agreement of parents/carers
- Whether the pupil(s) displaying bullying behaviour acknowledge(s) the unacceptable behaviour and can be enabled to feel empathy for the pupil experiencing bullying, and act appropriately.
- The willingness to engage in a group intervention method
- Whether it is realistic to expect that the child experiencing bullying can be strengthened adequately to deal with the situation.

Understanding the levels of Intervention- Refer to booklet 'Effective responses to bullying behaviour.'

<u>Level 1 Interventions</u>   **Low Level Bullying Behaviour**

Interventions at this level are to help individuals to recognise/reflect on their unacceptable behaviour and to 'get them back on track' while listening to and supporting/strengthening the pupil(s) experiencing bullying. Never ignore low level bullying behaviour.

Staff should;
- Explain the inappropriateness of the behaviour
- Identify possible consequences if the bullying behaviour continues.
- Point out the level of distress experienced by the child experiencing bullying.
- Talk with the child experiencing bullying to explore whether in any way he/she has provoked the bullying behaviour.
- Help the bullied child to identify ways in which he/she may be strengthened and supported.
- Encourage reparation if appropriate.
- Monitor the situation carefully.

- Be prepared to intervene with a higher response level if the situation persists or deteriorates.

<u>Level 2   Interventions</u>   **Intermediate Level Bullying Behaviour**

While interventions at Level 2 involve continuing with the above, there is a shift from individual work to group interventions. To be effective small group work needs:

- The consent of the child being bullied
- To be planned and timetabled, session length dependent on age and ability
- Parental/carer consent and agreement from participating pupils
- Carefully selected group membership
- To be facilitated in a positive manner
- Structured and focused activities to stimulate discussion and debate amongst members and develop group identity.
- Decisions and outcomes to be agreed and recorded.
- To facilitate the development of empathy amongst pupils.
- A solution focused approach.
- To provide opportunities for pupils to take responsibility
- Regular meetings of the group
- Regular meetings with the bullied pupil to assess on going effectiveness of agreed actions.

<u>Level 3   Interventions</u>   **Complex Bullying Behaviour**

It is clear that more complex bullying situations, which may be resistant to change, require the school to collaborate and network with parents/carers and other agencies, in addition to working with individual pupils.

Consequently, at this level, regarding a pupil's bullying behaviour require a formal referral to the Pastoral Co-Ordinator (Mr Reihill)
who will assume over-arching responsibility for the implementation, monitoring and evaluation of school based interventions. In addition, he/she will have a lead role when liaising with external agencies.

The Pastoral Coordinator will refer to the school's Positive Behaviour and Anti Bullying Policies to ensure that the response is consistent with the provisions in these policies.

These pupils will be at Stage1 of the SEN Code of Practice requiring that the SENCO, in partnership with the Pastoral Coordinator determine appropriate interventions.

The inappropriate pupil behaviour should be identified within an Individual Education Plan (IEP) with the intervention detailed in the Behaviour Support Plan. It is imperative that other school staff implementing discrete interventions have been assigned responsibility accordingly.

At this level all available information should be used to inform a Risk Assessment. This assessment should involve an analysis of the presenting Risk Factors and Protective Factors. This risk analysis will determine the level of risk and needs and appropriate intervention from the framework. We consider these in terms of the following:

- School Environment
- Family Environment
- Peer Environment

This planning may also occur through a Multi-Agency Support Team meeting (MAST). For vulnerable pupils at higher risk the Pastoral Coordinator should further liaise with the DTCP/ Principal and consider the need for a UNOCINI assessment for Family Support by the Health and Social Care Trust is required.

Strength Building

It is clear that pupils who engage in repetitive and/or severe bullying behaviour require additional measures in order for their behaviour to be influenced. This is especially case for 'at Risk' pupils who present with many risk factors and few protective factors.

Research shows that such pupils often have 'delays' in one or more of their social and emotional capabilities, as well as being disconnected from positive relationships, programmes and opportunities in their school, home and community. Such pupils require Strength Building interventions. Individual action plans for 'strengthening' such pupils should focus on developing their social emotional skills and values.

Responsibility for strengthening these skills can be assumed by class teachers, SENCO or Pastoral Coordinator and involve support from other professionals, such as the School Counsellor, Educational Welfare Officer and other outside agencies.

Parents/carers will be informed of the programme, their consent obtained and wherever possible parents will be involved and contribute to this intervention, reinforcing these skills beyond the school setting.

Level 4 - Interventions   **High Risk Bullying Behaviour**

Bullying behaviours assessed as level 4 are severe and involve a significant threat to the safety and welfare of any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. The school's Child Safeguarding Procedures will need to be invoked.
MAST meeting to be organised to develop an inter-agency risk management plan. This may incorporate intensive support services to the pupils involved and their families.

10. Recording

The legal requirement, as set out in the Addressing bullying in Schools Act (NI) 2016, is for schools to maintain a record of all incidents of bullying and alleged bullying behaviour.

Holy Trinity PS will record all relevant information related to reports of bullying concerns, including;

- The method of bullying behaviour
- The motivation for the behaviour
- How each incident was addressed
- The outcome of the interventions employed

Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2K system in schools. Access to these records will be restricted to those members of school staff with a legitimate need to have access.

11. Professional Development of staff

In Holy Trinity PS we recognise the need for appropriate and adequate training of all staff. This may include:

- Stating a commitment to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
- Noting the impact of changes to policy/procedures on future training

12. Monitoring and Review

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 of Governors where a report on recorded incidents of bullying will be noted
- Identify trends and priorities for action
- Assess the effectiveness of preventative measures
- Assess the effectiveness of interventions

13. Links to other policies

Child Protection (including the overview pamphlet distributed to all families biennially)
Pastoral Care
Behaviour Management
Health and Safety
Safe Handling
Intimate Care
Critical Incident
PDMU/PATHS
Special Educational Needs
Guidance for Staff on the use of Reasonable Force/Safe Handling of Children

This policy was formulated by Mr Reihill in consultation with staff, pupils and parents. It has been approved by the Board of Governors and it is the intention of the staff to review and update it regularly.
(every three years)