# Greenhaw Primary and Nursery School



# Anti-Bullying Policy

**ANTI-BULLYING POLICY**

**Introduction**

At Greenhaw Primary and Nursery School, we repudiate bullying behaviour of any form both towards or from any member of our school community. We believe in and promote a **Safe, Secure and Successful** school environment for everyone.

**Legislative Context:**

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Education (Northern Ireland) Order 1998 Article 3 – See DE 1998/25
- The Education and Libraries Order (Northern Ireland) 2003
- The Education (2006 order) (commencement No.2) order (Northern Ireland) 2007
- 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
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**DE Guidance:**

- 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 Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)

**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:
  - In school, during the school day
  - While travelling to and from school
  - When under control of school staff, but away from school (e.g. school trip)
  - When receiving education organised by school but happening elsewhere (e.g. in another school in the ALC)
  - 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)

**Ethos and Principles**
We believe in a society where bullying is unacceptable and where every child and young person is safe and feels safe from bullying.  We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.  We value the views and contributions all our stakeholders and will take them into account.  We understand that everyone in our school community has a role to play in taking a stand against bullying and in creating a safe and welcoming environment for all.

**Consultation**

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

This took the form of;
- Online questionnaires for parents.
- Online questionnaires for Key stage one and two pupils
- Consultative class based activities for Foundation pupils
- Consultation with the School Council.
- Engagement of staff involved in writing the anti-bullying policy

**Definition of Bullying**

Addressing Bullying in Schools Definition of "bullying":

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.

Here at Greenhaw Primary and Nursery School, bullying can be defined as deliberately hurtful behaviour repeated over a period of time where it is difficult for the victim to defend himself/herself.  It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property.  It normally manifests itself in 3 main forms:

- Physical e.g. hitting, kicking
- Verbal e.g.  name calling, threats
- Indirect e.g. excluding, spreading rumours

At Greenhaw Primary and Nursery School staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect (including cyber-bullying) will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

While bullying is usually a repeated behaviour, there are instances of **one-off incidents** that the school will consider as bullying.  These incidents will be assessed using 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 list is not exhaustive and other behaviours which fit with the definition may be considered bullying behaviour.

There may well be times when various motivation/s lie behind the bullying behaviour, including those named in the 2016 Addressing Bullying in Schools Act. These include, but are not limited to:

- Age

- Appearance

- Breakdown in peer relationships

- Community background

- Political affiliation

- 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 discussing these matters. For that reason, we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child describing the situation surrounding that child, for example:

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

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

In developing this policy, we include the definitions of emotional and physical harm which are set out in the DE Guidance.

In determining 'harm' we define:

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

**Preventative Measures**
These measures aim to promote a strong anti-bullying ethos within our school and the wider school community.

- Raising awareness and understanding of the positive behaviour expectations, as set out in our Positive Behaviour and Discipline 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
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU

- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- Through the preventative curriculum, actively promote positive emotional health and wellbeing e.g. Health and Well-Being Week
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g. Safer Internet Day
- Development of our peer-led School 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, play bus stops) and provision of a variety of play option to meet the needs of all pupils.
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Themed awards for Pupil of the Week/PDMU/Pupil of the Day
- Development of effective strategies for the management of unstructured times e.g. break time, lunch-time
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. E.g. sporting activities, creative arts, leisure and games.

**Strategies for dealing with bullying**

The following is a list of actions available to staff depending on the perceived seriousness of the situation.

- Positive reward system for good behaviour and caring attitudes promoted throughout school.

- Children encouraged to be kind to each other and help/include each other.

- Discussion in class time of bullying and how to deal with it through PDMU.  This can involve drama/role play, stories/poems, circle time, art, debates/discussions.

- Use of a "worry box" in senior classes and in the entrance hall off the assembly hall.

- Discussions at length with the child experiencing bullying behaviours

- This will require patience and understanding.

- Providing peer support i.e. a circle of friends to support the child experiencing bullying behaviour and report any further problems to the teacher.

- Identify the bullying behaviour. Obtain witnesses if possible. Advise the F/KS1/2 teacher or the Vice Principal/Principal.

  - Discussions with the person/s engaging in bullying behaviour. Set out the details of the incident and ask him/her to tell the truth about the situation/incident. Make it clear that bullying behaviour is not acceptable.

- If they recognise that the behaviour is unacceptable then follow the procedure outlined below and in the Positive Behaviour and Discipline Policy and the Pastoral Care Policy. Providing opportunities for the person who has displayed bullying behaviour to 'make amends' for their behaviour.

- If they do not admit to bullying behaviour, further investigations will be carried out to establish the facts.

- Discussions with parents of all children involved by teacher, F/KS1 and KS2 teachers, SMT or Principal. The parents of the child/children engaging in bullying behaviour will be expected to support the school's efforts to modify the behaviour at home.

- Sanctions may include verbal admonishments, withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, suspension from school and finally expulsion depending on the perceived severity of the incidents.

- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with the child experiencing bullying behaviour to ensure no repetition. Staff will alert each other to ensure a continuity of monitoring.

- As the behaviour hopefully improves, then favoured activities etc. can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after displaying bullying behaviour, or could have been low anyway, hence the bullying behaviour.

- Involving the Educational Welfare Service and/or WEST team and/or the Education Authority's Behaviour Support Team to support the staff/pupils.

- If bullying behaviour is persistent and defies the school's behaviour management strategies our child protection procedures may be triggered. The needs of the pupil who is in receipt of the bullying behaviour will always be paramount.

**Preventative Measures on the way to and from school**

- Our school promotes a culture encouraging pupils to take pride in their identity as important members of Greenhaw Primary and Nursery School. Our pupils are reminded that their behaviour and demeanour is viewed both inside and outside of school as ambassadors for our school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- Measures are implemented to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school.
- Key anti-bullying messages are promoted throughout the school year and an awareness of behaviour expectations of pupils amongst the local community.

**Preventative Measures using Electronic Communication**

Greenhaw Primary and Nursery School implements the following measures in order 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. We do this by raising 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. This includes:

- Addressing key themes of online behaviour and risk through PDMU, including understanding how to respond to harm and the consequences of inappropriate use.
- Whole school 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, E Safety Policy, Mobile Phone Policy, Communications Policy, Social Media Policy)

**Responsibility**

Everyone has responsibility for creating a safe and supportive learning environment for all members of our school community.

Everyone in our school community, including pupils, parents/carers and staff of the school 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

**In order to identify incidents of bullying staff have agreed to carry out the following strategies:**

- All staff watch for early signs of distress in pupils.

- All staff listen and act when confronted with potential problems.

- Written records will be kept in the school's discipline file of bullying incidents.  This will aid the spotting of trends.

- Posters in school dissuading children from bullying.

- The Child-line telephone help number is displayed clearly in school.

- Assistance of Child-line staff to train P6/7 children in how to deal with bullying.

- School Council to inform children about anti-bullying measures.

**Reporting a Bullying Concern**

<u>Pupils Reporting a Concern</u>

Pupils will be given the opportunity to discuss with a member of staff that they trust, including teaching and non-teaching staff.

Pupils can raise bullying concerns by:

- Verbally- talking to a member of staff
- By writing a note to a member of staff
- By sending an email to a member of staff or to a dedicated email address
- By posting a comment in a 'worry box'

ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. As such, all pupils should be encouraged to 'get help' rather than 'telling' if they have a concern about bullying that they experience or is experienced by another.

<u>Parents/Carers Reporting a Concern</u>

Parents and carers are encouraged to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Parents/carers are reminded of the need to encourage their child/ren to react appropriately to bullying behaviour and not to do anything to retaliate or to 'hit back'.

<u>Procedure for reporting a bullying concern</u>

- 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 Vice-Principal or senior teacher, as applicable.
- Where the parent is not satisfied that appropriate action has been taken by the Vice-Principal or senior teacher to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This involves making a formal, written complaint, to the Chair of the Board of Governors. Please visit the school's website at [www.greenhawps.co.uk](www.greenhawps.co.uk) to read the Complaints Policy or request a paper copy from the school office.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and that feedback will be made to the person who made the report. 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 processes outlined below provide a framework for how our school will respond to any bullying concerns identified.

The member of staff responding to the concern will:

- Clarify facts and perceptions
- Check records (SIMS)
- 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 levels 1 - 4, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource.
  [http://www.endbullying.org.uk/wp-content/uploads/2014/07/Effective_Responses_to_Bullying_Behaviour.pdf](http://www.endbullying.org.uk/wp-content/uploads/2014/07/Effective_Responses_to_Bullying_Behaviour.pdf)
- Track, monitor and record effectiveness of interventions

- Review outcome of interventions
- Select and implement further intentions as necessary


Our main focus is on a restorative approach to responding to bullying behaviour.
Our interventions aim to resolve the concern and restore the wellbeing of those involved.
Our school will employ a consequential approach, including consequences and sanctions

Information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

## Recording
As set out in the Addressing Bullying in Schools Act (NI) 2016, a record of all incidents of bullying and alleged bullying behaviour will be maintained.  This will include:

- how the bullying behaviour was displayed (method)
- the motivation for the behaviour
- how each incident was addressed by the school
- the outcome of the interventions employed


Records may 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 and only provided to those members of school staff with a legitimate need to have access.

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

## Professional Development of Staff

- We aim to ensure that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
- Implementation of the impact of the training given on both the policy and procedures - e.g. any amendments made, inclusions added etc.
- Ensure that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
- CPD records will be kept and updated regularly


## 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, every four years.

**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 Discipline and Behaviour Policy
- Child Protection and Pastoral Care Policy, including Staff Code of Conduct and use of Mobile phones.
- Special Educational Needs Policy
- Health and Safety Policy
- Relationships and Sexuality Education Policy
- E-Safety Policy & Acceptable Use of Internet Policy
- Educational Visits Policy