



**HARMONY Primary School & HARMONY Nursery Unit**

Anti-Bullying Policy

<b>Date of next policy review</b>	<b>2024</b>
<b>Name of person responsible for this policy</b>	<b>Elaine Johnston</b>

## **Introduction**

Harmony Primary School community repudiates bullying of any kind, to any member of the school community, by any member of the school community. All reports of bullying will be treated seriously and dealt with calmly.

This document aims to set out the approach to bullying that will be taken at Harmony. It is an integral part of a whole school approach. The only effective way of eliminating bullying is for the whole school community (pupils, teachers, parents and the wider community) to confront the issue and work together in a concerted way to establish a safe emotional and physical environment.

Consultation on this document was carried out through the school council (pupils), parent Group, school and staff engagement.

## **The Legislative Context**

This policy is informed and guided by current legislation and DE Guidance listed below:

Addressing Bullying in School Bill (2016)

DE Circular 2007/20 - the Education (2006 order) Order (N.I.) 2007

Health and Safety at Work NI Order 1978

The Children (Northern Ireland) Order 1995

The Human Rights Act 1998

The Education (Northern Ireland) Order 1998 Article 3 – see DE 1998/25

DE Circular Number 2003/13 - welfare and protection of pupils, Education and Libraries (Northern Ireland) order 2003 which amends Article 3 of 1998 N.I. Order

Pastoral Care in Schools: Child Protection, DE, 1999

Pastoral Care in schools: Promoting positive behaviour DE, 2001

The Education (School Development Plans) Regulations (Northern Ireland) 2010

Addressing Bullying in Schools Act (Northern Ireland) 2016

## **Guidance**

DE Guidance:

- Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR DE, 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools DE 2017 – to be read in conjunction with the following: *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's (SBNI) Policies and Procedures 2017*
- Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors 2019

Duties currently placed on Boards of Governors and Principals

#### 1. Addressing Bullying in Schools Act (Northern Ireland) 2016

- Duty of Board of Governors to secure measures to prevent bullying
- Duty to keep a record of incidents of all incidents of bullying or alleged bullying involving a registered Pupil at the school.
- When the policy will be applied -
  - 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

2. WELFARE AND PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003 - DE Circular Number 2003/13 - which amends Article 3 of 1998 N.I. Order as follows:

Article 17 Duty to safeguard and promote the Welfare of Pupils

#### **The Board of Governors is required 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” (Article 17: 2)
- consult with registered pupils on the general principles which will be reflected in the school’s discipline policy (Article 19: 13 & 14)

Ensure “Pupil welfare embraces all aspects of pastoral care, child protection, pupil behaviour, health and well-being, safety and security.” Article 17:4

## **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 (Article 19:14)
- before deciding on measures to encourage good behaviour must consult with pupils registered at the school and their parents” (Article 19:14)

**Implications Arising** - “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 “(Article 19:15)

At Harmony PS the problem of bullying will always be treated with the greatest seriousness. Bullying in whatever form it is manifested is totally unacceptable and every effort will be made to resolve any problems that are identified.

## **Aims**

The Anti-Bullying Policy reflects the school aims with a view to maintaining a secure and caring environment for all pupils and staff. At Harmony Primary School we aim to provide an environment where:

- Each child is developing his/her full potential intellectually, creatively, physically, emotionally, socially, morally and spiritually in a secure, happy and caring atmosphere.
- Each person is valued and respected and encouraged to value and respect all others.
- We will develop a sense of belonging in, and responsibility for, our school and the wider community
- positive relationships are fostered and bullying behaviour of any sort will not be tolerated.
- There is an awareness and understanding of the causes of bullying.
- both the child who has been bullied and those who show bullying behaviour are catered for.
- parents are informed and involved in all areas of our anti-bullying work.

### **All members of our school community, pupils, parents and staff:**

- have a right to learn and work in a safe and supportive environment, free from intimidation and fear;
- have the right to have his/her concerns listened to sensitively and taken seriously with all concerns acted upon swiftly and effectively.
- will be mutually respectful of everyone’s right to be safe and will behave in ways which keep everyone else both emotionally and physically safe;
- have a responsibility to speak up when there is a bullying concern, safe in the knowledge that their concerns will be listened to and responded to with sensitivity;
- will work together actively to promote and sustain a strong anti-bullying culture within the school; and
- will work collaboratively to promote the welfare and wellbeing of all its members.

## **What is Bullying?**

*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*

This Anti-Bullying Policy recognises that within schools there is a continuum of socially unacceptable behaviours. These unacceptable socially unacceptable behaviours infringe on everyone's right to be safe.

They include the following examples:

- Physical - includes jostling, hitting, kicking, taking belongings physical intimidation, punching/kicking, any other physical contact which may include use of weapons
- Verbal - includes name calling, insults, jokes, threats, spreading rumours racist remarks
- Indirect - includes isolation, refusal to work with/talk to/play with/help others, interfering with personal property and includes cyber-bullying: misuse of mobile phones and internet programmes to humiliate, threaten and/or isolate another. spreading nasty stories, tormenting, threatening ridicule, humiliation, exclusion from groups or activities.

Please note these examples are not exhaustive and other behaviours which fit with the definition may also be considered as bullying behaviour,

### **Motivations for Bullying (not exhaustive)**

- \* 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 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 by 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.*

## **The Key Elements Present in Bullying Behaviour**

Socially unacceptable behaviours BECOME BULLYING BEHAVIOURS when the information gathered clearly demonstrates that the unacceptable behaviour MEETS THE CRITERIA LISTED BELOW i.e. on the basis of the evidence gathered the behaviour displays:

**Intention** - can be determined by repetition as one way of establishing intention to physically or emotionally harm

**Repetition** – e.g. 3 or more repetitious incidents involving the same target/s (NB for schools to consider how to interpret repetition in view of the fact that 1 electronic post may be viewed/shared ‘repeatedly’)

**Exclusion** – intentionally choosing (acting) to stop someone/others from joining in.

**Omission** – intentionally choosing not to mention (failure to act) e.g. there was football at lunchtime. Wilful omission arising from a desire to cause hurt

**Emotional or psychological harm** - e.g. intentionally causing distress, anxiety, humiliation, and the impact on self-esteem

**Physical harm** – e.g. intentionally causing injuries such as bruises, broken bones, burns

While an ‘Imbalance of power’ has not been included in the 2016 definition, consideration of its role in determining if bullying has occurred, should be set out in the policy along with consideration given to a target’s lack of resilience.

The list is non- exhaustive to allow for ‘new’ types/methods to be added.

**Harmony Primary School is committed to using these criteria to assist pupils, parents/carers, staff and Governors to recognise bullying behaviour.**

### Signs of bullying might include:

- unwillingness to come to school;
- withdrawn, isolated behaviour;
- persistently complaining about missing possessions;
- refusal to talk about the problem;
- being easily distressed;
- standard of work falling;
- rate of progress much less than expected;
- reluctance to talk about problems;
- bedwetting; or
- damaged or incomplete work

## **One-off incident**

If Harmony Primary School decide that an intentional one-off incident should be recognised as bullying, they will consider factors such as evidence of premeditation or whether the incident has caused significant levels of emotional or physical harm to one or more pupils.

## **Pupil Capacity**

Discretion may be applied with regard to a pupil's capacity to understand the impact of their behaviour on others

**All socially unacceptable behaviours will be dealt with in line with the school's Positive Behaviour Policy's procedures.**

**This Anti-Bullying Policy recognises that within schools there is a continuum of socially unacceptable behaviours. These unacceptable 'socially unacceptable behaviours,' infringe on everyone's right to be safe**

## **Through consistent implementation of the Positive Behaviour Policy, the school currently:**

- carries out regular audits to ensure expectations are being met and identify areas for concern e.g. hotspots
  - actively promotes an open, inclusive and mutually respectful working environment
- creates caring and supportive ethos where the rights, dignity and well-being of the child are paramount;
- ensures high levels of pupil participation through promotion of an active School Council and Eco Committee
  - works in partnership with parents/carers through the development of an open system of communication
  - implements a whole-school rewards system which consistently acknowledges, affirms and celebrates positive behaviour and achievement.
  - promotes confidence, self-reliance, resilience and effective interpersonal skills through effective delivery of the taught Personal Development programmes
  - works effectively with appropriate outside agencies to support the care and welfare of the pupils;
  - works in conjunction with the SEN policy to identify and meet individual needs
  - involves pupils in target setting, self-assessment and evaluation of outcomes re IEPs and Risk Reduction Action Plans
  - implements a post-incident debriefing process to help pupils develop restorative attitudes and learn from experience

## Prevention

### Key guiding Principles of Prevention of Bullying

- promotion of “good behaviour”
- creation and maintenance of positive relationships
- creation and maintenance of an ethos which promotes aspiration, achievement, and restoration
- promotion of the welfare and wellbeing of pupils
- provision of effective guidance and support
- reduction/removal of behavioural barriers to learning

## Whole-school Measures

### Consistent implementation of the Positive Behaviour Policy which:

- promotes safeguarding, positive behaviour management, celebration and an ethos of aspiration and achievement for all;
- includes a statement repudiating bullying behaviour e.g. “bullying behaviour of any kind by any member of our school community to any other member of our community is completely unacceptable”
- requires high standards of behaviour at all times from every member of the school community
- promotes early intervention and provides tailored support for those young people who experience difficulty in meeting acceptable standards of behaviour **The No Punishment / Robust Monitoring Approach.** This will be used only at the early stages. The aim is to sort out the problem for the ‘victim’ rather than to punish the bully. This overcomes the typical bullying cycle where the victim is further targeted for having got the bullies into trouble. Regular reviews of the situation are inbuilt, and the victim is given a simple and unobtrusive means of reporting to the teacher / Principal regarding progress.

We find that this is a very successful method in the majority of cases as in most cases the ‘bullies’ do not appreciate the effect their behaviour is having and once this is understood, or indeed once the bullies see that the situation is being taken seriously and regularly monitored, the problem stops.

- acknowledges and affirms positive behaviours
- acknowledges and sanctions socially unacceptable behaviours carries out regular school audits to assess the effectiveness of the policy through, for example, monitoring levels of pupil/staff wellbeing & relationships;
- provides support for children who have been bullied;
- has clear procedures for staff, pupils and parents as to how concerns regarding alleged bullying should be handled;



### **Consistent delivery of pastoral/preventative curriculum which:**

- addresses issues such as bullying, sectarianism, racism, and good relations through PDMU
- through the preventative curriculum (taught pastoral/preventative curriculum) actively promotes positive emotional health and wellbeing and reduce likelihood of ‘cyberbullying’
- develops emotional literacy, interpersonal and intrapersonal skills through for example planned Circle Time sessions
- builds confidence, self-esteem and resilience

### **Ongoing tracking and monitoring of supervision arrangements re canteen, playground, corridors, toilets through for example:**

- use of mapping to identify ‘hotspots’ and audit supervision needs
- provision of Safe Havens to support vulnerable pupils e.g. through seating arrangements, movement between classes, providing peer support arrangements:
- provision of friendship stops/buddy benches, suggestion boxes, playground buddy systems, peer mentoring

### **Pupil Voice**

Active involvement of the School Council/ ECO committee in for example the development of:

- pupil agreed Codes of Behaviour such as class /visits charters
- ‘keeping safe’ messages
- pupil aide memoires
- audits which track and monitor emotional wellbeing

### **Creation and Maintenance of a Listening Culture**

Every member of the school community – pupils, parents, carers, staff (T/NT), Governors - will be expected to work collaboratively together to:

- foster positive self-esteem; respect the right of others to be safe
- 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 behaviours
- 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 telling a trusted person 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

### **Circular 2014/14, schools are advised to ‘create an ethos of participation’**

How pupils are involved in the creation and maintenance of the school’s anti-bullying culture:

The annual NIABF Anti-Bullying Week activities

Pupil Questionnaires/Audits

School Councils; School Assemblies; class role plays; drawing up class/school anti-bullying charters; developing pupil aide memoires

The taught pastoral programmes such as Personal Development

Buddy initiative, Reading Partners (one class partnered with another)

Participation in Safer Internet Day and promotion of key messages throughout the year.

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.

### **Stop Sign**

At Harmony Primary School the pupils are regularly reminded through class teaching involving PDMU, Child Protection and Anti-Bullying that they should show the stop sign if they feel uncomfortable with the behaviour that is being shown towards them. This involves raising their hand to show stop. They should also say, “Stop,” and that they don’t like the behaviour towards them.

## Individual Classroom Strategies

All teachers should be aware of the problem of bullying and of their role in cultivating a climate where bullying will not be tolerated by on looking children. Classroom activities and strategies are aimed at creating a climate where bullying becomes unacceptable amongst the children themselves;

To this end a number of classroom activities can be employed as part of the ongoing work in PDMU. This might include:

1. drama and role-play;
2. circle time (for general discussion of bullying, not to be used for dealing with specific incidents): (children sit in a circle with their teacher and engage in a programme of activities to challenge and motivate the class / group to promote positive relationships; activities include a wide range of co-operative games, rounds, drama strategies and discussions in which children take turns to listen to one another);
3. video and discussion;
4. literature – stories / poetry;
5. art; and / or
6. debate / discussion
7. Use of appendix 1 – notice

**At least one session each term will be given over to the issue of bullying.**



## Responsibility

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

Everyone in the school community, including pupils, their parents/carers and the 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



## Reporting a Bullying Concern

### Pupils Reporting a Concern

Pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff.

This can be done

- Verbally- talking to a member of staff
- \* By writing a note to a member of staff (e.g. in a homework diary)

ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. All pupils are encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

### Parents/Carers Reporting a Concern

Parents/carers are reminded of the need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

- \* 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,
- \* Where the parent is not satisfied that appropriate action has been taken by the Vice-Principal 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. 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.

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.

### For Claims of bullying we will: -

- \* respond promptly and effectively, in an assertive and confident manner, with an expectation of change being achieved through implementing the procedures set out in the Positive Behaviour & Anti-Bullying Policies.
- \* **Clarify facts and perceptions**
- \* **Check records** - use the school's system for recording incidents of unacceptable behaviour -SIMS Behaviour Management Module (BMM) to check for previous incidents and identify behavioural patterns
- \* **Assess the incident against the criteria for bullying behaviour**
- \* **Identify any themes or motivating factors**
- \* **Identify the type of bullying behaviour being displayed**
- \* **Determine** if the criteria for bullying behaviour has been met.
- \* use the information gathered to complete part 1 of the 'Bullying Concern Assessment Form' (BCAF)

- \* check the information gathered against the legal definition's criteria and on this basis determine whether bullying behaviour has taken place

To determine the level of severity, staff should take account of the following:

- \* 1. The nature of the bullying behaviour
- \* 2. The frequency of the bullying behaviour
- \* 3. The duration of the bullying behaviour
- \* 4. The perceptions of the child being bullied

## **Record Keeping**

The Board of Governors must ensure that a record is kept of all incidents of bullying or alleged bullying involving a registered pupil at the school

REF: ADDRESSING BULLYING IN SCHOOLS ACT (NORTHERN IRELAND) 2016

### **Harmony Primary School will:**

1) **Keep a central (e.g. digital) record of ALL bullying or alleged bullying incidents that occur while:**

- (a) on the premises of the school during the school day
- (b) travelling to or from the school during the school term e.g. while wearing school uniform to travel daily directly to school at the start of the day and directly from school to home at the end of the day.
- (c) the pupil is in the lawful control or charge of a member of the staff of the school e.g. whilst on a school trip, a school visit, playing on a school team, representing the school at an event.
- (d) the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

*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 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.*

If on the basis of the information gathered

**THE CRITERIA FOR BULLYING BEHAVIOUR HAS NOT BEEN MET -**

socially unacceptable behaviours will be:

- dealt under the school's Positive Behaviour Policy
- addressed as appropriate, through the SEN Code of Practice & details recorded in SIMS Behaviour Management Module (BMM)

If on the basis of the information gathered

**THE CRITERIA FOR BULLYING BEHAVIOUR HAS BEEN MET,**

the process/procedures to be followed:

- the Code of Practice is used to develop agreed Action Plans for BOTH targeted pupil/s AND pupil/s displaying bullying behaviours.
- Support details are recorded on the Bullying Concern Assessment Form (Part 3) see SIMS Behaviour Management Module (BMM)

\* Use the **Bullying Concern Assessment Form (BCAF)** found on the c2k SIMS Behaviour Management Model to record details which include:

- \* • information gathered e.g. from those involved, key bystanders
- \* • what from the information gathered and all of the circumstances, appears to be the motivation or underlying theme behind the behaviour e.g. gender, disability, race, Looked After Status (LAC) etc.?
- \* • the method/s of bullying e.g. exclusion, verbal, electronic, physical etc.
- \* • details about how the incident was addressed i.e. interventions selected, action taken and support provided for both target/s and the pupil/s displaying bullying behaviour/s; any external support provided together with outcomes achieved.

*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.*

## **Support for targeted pupil/s would involve:**

- discussing and agreeing a tailored Code of Practice action plan which would involve pupil/s in: identifying SMARTER (Specific, Measureable, Achievable, Relevant, Timely and Evidence Based) target/s; relevant success criteria, outcomes and assessment procedures
- keeping a record of the agreed action plan in Part 3 of the BCAF.
- ongoing dialogue to ensure that the strategies identified and agreed would, when implemented, result for example in: greater resilience; development of new coping skills & the promotion of positive restorative relationships – see interventions contained in NIABF’s “Effective responses to bullying behaviour”, Pgs. 16-19 and following; for strategies see DE SEN Resource File, “Understanding and Managing Social, Emotional and Behavioural Difficulties” Pgs. 272-279
- copies of the agreed plan being shared with key partners to ensure for example- clarity of roles and understanding of specific strategies
- staff and pupils together tracking and monitoring progress to ensure the efficacy of the intervention is maintained and kept under review
- collecting data to evaluate the efficacy of the intervention by considering the following: were appropriate targets identified; did the strategies prove effective; were strategies consistently implemented by staff and pupils; was the success criteria clear; was the success criteria met etc.?
- keeping staff and pupil-self-assessment records
- progress being regularly reviewed and updated in the BCAF and outcomes shared with key partners – BCAF Part 4

## **Follow-up procedures**



- report back promptly to parents/carers informing them fully of actions taken/to be taken and outcomes achieved
- provide regular opportunities for post-incident learning (debriefing sessions) for both target/s and pupil/s displaying bullying behaviour e.g. using Worth a Rethink; Think Time Discussion Sheet
- acknowledge, affirm and celebrate success All bullying behaviours that are recorded will be discussed by the SLT which comprise Principal, VP, SENCO and Head of Safeguarding.

The SLT will decide when / if any external advice is necessary and may subsequently complete a stage 3 Code of Practice referral form or a UNOCINI Assessment form to access relevant support services such as Education and Welfare Service, Behaviour Support and Provisions, Educational Psychology, Autism Advisory & Intervention Service, Child Protection Support Services, Child & Adolescent Mental Health Service, Dept. of Health and Social Services

Harmony PS recognises the importance of supporting the child who has been bullied through the restoration process as well as the pupil exhibiting bullying behaviours. Parents of both will be contacted immediately when persistent bullying behaviour is identified. The main aim of the intervention is to **RESPOND** to the bullying that is taking place, **RESOLVE** the concern and **RESTORE** the well-being of all those involved.

### **Level description and strategies for dealing with bullying behaviour:**

#### **Level 1 interventions- Low level unacceptable or bullying behaviour**

Where the bullying behaviour has been assessed, and is perceived to be minor or a first-time occurrence. Interventions are to help individuals to recognise/reflect on their unacceptable behaviour and to get them back on track while listening to supporting/strengthening the targeted pupil(s).

- Rights Respecting Conversation
- Rule Reminder Conversation
- Expectation Discussion
- Restorative Questioning
- Worth a Re-Think

### **Level 2 Interventions-Intermediate level bullying behaviours**

- Continue with level 1 interventions
- May comprise part of an Individual Behaviour Support Plan

### **Level 3 interventions- Complex bullying behaviours**

Following assessment, the bullying behaviour is more complex and/or resistant to change.

Pupil(s) may present with many additional needs and risk factors presenting.

Interventions will often include Pastoral coordinator, SENCO and other Senior Leaders in collaboration with pupil(s) and parents to determine the way forward.

### **Level 4 interventions- High risk bullying behaviours**

When the bullying behaviour presents with significant mental health, criminal and/or child protection safeguarding concerns. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved.

### **Sanctions**

The sanctions taken against a pupil who bullies will depend on the seriousness of the case and will be guided by our Positive Behaviour Policy but will include the loss of any privileges or position of responsibility he/she holds in school. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped. If a pupil's bullying behaviour persists, the Child Protection procedures will be instigated. (see Child Protection Policy)

- The 'No-Blame Approach'

The No Blame Approach is a participative, non-punitive approach, which lets the pupil displaying bullying behaviour know that he or she has been found out. It:

Takes firm, clear, cohesive action

Does not allow a pupil displaying bullying behaviour off the hook

Supports the pupils who are being bullied

Makes it clear to a pupil displaying bullying behaviour that all bullying behaviour has to stop immediately

- Is a long-term approach
- Involves the bullies' peer group
- Focuses on changing behaviour of the pupil displaying bullying behaviour and those who collude with him or her either tacitly or openly.

In selecting an intervention, the school will take into account: -

The level of severity

The legal status of the act

The age and ability of those involved

Whether the pupil(s) displaying bullying behaviour acknowledge the unacceptable behaviour and can be enabled to feel empathy for the pupil experiencing bullying, and act appropriately.

Whether or not the pupil experiencing bullying has acted provocatively.

## **Tracking, Monitoring and Policy Review**

### **Assessing the Effectiveness of the Anti-Bullying Policy**

It is the responsibility of the Board of Governors and the Principal, who, on the basis of evidence gathered, will monitor the effectiveness of the Anti-Bullying policy by using performance and other data to:

- determine how effective the school's preventative measures are in reducing: levels of and opportunities for bullying behaviour; severity and frequency of incidences by noting reductions/increases; monitoring response times, etc.
- identify patterns and trends: evaluate reporting and recording procedures; measure impact on levels of achievement; evaluate efficacy of the interventions and the support provided

- determine how effective the policy's processes are in: identifying underlying motivation; promoting and maintaining restoration
- ensure that the policy through consultation and participation is successfully identifying current needs and addressing them appropriately
- inform and guide policy development and review through feedback received from baselining surveys with parents/carers, staff, Governors and pupils
- ensure that policy concerns are identified quickly and addressed through the ongoing School Development Planning process

### **Linked Safeguarding Policies**

- All socially unacceptable behaviours are managed under the Positive Behaviour Policy procedures – see current school policy for further details
- Code of Practice action plans are drawn up, tracked, monitored, assessed and reviewed through the implementation of the Special Educational Needs (SEN) policy - see current school SEN policy for further details regarding procedures etc.
- Should physical restraint prove necessary it will be undertaken in compliance with the school's Safe Handling Policy - see current policy for further details
- Incidents relating to e-safety will be managed with reference to the school's E-safety Policy requirements – see current policy for further details
- Further details relating to the “preventative curriculum” can be found in the Pastoral Care Policy which requires schools to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system

### **Professional Development of Staff**

- Harmony Primary School is committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions

- The impact of the training given on both the policy and its procedures will be noted - e.g. any amendments made, inclusions added etc.
- Opportunities for safeguarding training are afforded to Governors and all staff – teaching and nonteaching
- CPD records are kept and updated regularly

CPD records should:

- include details (date, provider) of the training which Governors and staff (T/NT) receive
- identify relevant future training needs based on PRSD outcomes, baseline audit responses and in conjunction with the School Development Planning Process
- note when and how training outcomes are disseminated to all staff (T/NT)
- monitor impact of the training on both policy and practice
- detail when and how appropriate policy amendments have been made to current Anti-Bullying Policy and procedures as a result of specific CPD training

### Anti-Bullying Policy Review

- the preventative measures will be reviewed by the Board of Governors “at intervals of no more than 4 years”
- from time to time additional policy amendments will be made as a result of the feedback generated from the baselining audits/debriefing processes, and when changes to legislation occur
- amendments may be made in response to: issues arising from a current situation; from data generated to identify existing behavioural patterns and trends

The Anti-Bullying Policy from April 2017 forms part of the suite of safeguarding policies which work together to promote the welfare and well-being of pupils. As such this policy complies with current safeguarding requirements as set out in the current ETI Safeguarding Proforma.

“The ETI and the Department of Education (DE) recommend that you (schools) review/quality assure your compliance (with review requirements under Schedule for Regulation 4) and effectiveness at least annually on a rolling basis. Some schools have found it helpful to evaluate their provision on each question as red

(work overdue), amber (work underway) or green (up-to-date), known as the 'RAG' process, and you (schools) may wish to consider this approach."

All policy reviews/amendments will:

- Be dated and signed by both the Chair of the Board of Governors and the Principal to confirm ratification of the review process
- State "when and how parents/carers/learners were consulted" see current ETI Safeguarding Proforma
- Note when "changes (were) made in light of the consultation" see current ETI Safeguarding Proforma

Harmony PS will maintain a copy of their previous anti-bullying policies should the school be required to answer any retrospective charge of negligence arising from failure to follow the policy and procedures current at that time.

Links with other policies: Positive Behaviour Child Protection Policy Special Educational Needs Safe Handling Pastoral Care Policy Learning and Teaching Assessment Marking

### **Cyber-Bullying**

The Northern Ireland Anti-Bullying Forum (NIAF) defines bullying as the repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights and needs of another or others. Cyber

bullying is bullying through the use of technology such as mobile phones and the internet. NIABF 2016 Cyber-bullying can be defined as the use of Information and Communications Technology (IT), particularly mobile phones and the internet, deliberately to upset someone else. School staff, parents and pupils aim to work together to prevent such behaviour and to act appropriately and effectively when it occurs. Deliberate abuses which happen outside school, but which impinge upon or affect school pupils and staff will be dealt with through appropriate disciplinary, and where appropriate, external agency action.

Online bullying is bullying that takes place through electronic technologies, such as:

1. Mobile or smart phones – e.g. calls, texts, etc.
2. Smart phone apps – e.g. Kik Messenger, Snapchat, WhatsApp, etc.
3. Social network sites – e.g. Facebook, Twitter, Instagram, etc.
4. Gaming consoles – e.g. Xbox Live, PlayStation, etc.

Categories of cyber bullying:

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort
- Picture/video-clip bullying via mobile phones – images sent to others to make the targeted pupil feel threatened or embarrassed
- Mobile phone calls- silent calls or abusive messages or stealing the targeted pupil’s phone and using it to harass others, to make them believe the targeted pupil is responsible.
- Emails- threatening or bullying emails, often sent using a pseudonym or somebody else’s name
- Chat room bullying- menacing or upsetting responses to children or young people when they are in web based chat room.
- Instant messaging (IM)- unpleasant messages sent while children conduct real-time conversations online.
- Bullying via websites- use of defamatory blogs (web logs), personal websites and online personal “own web space” sites such as Facebook, Instagram, Twitter and TikTok.

The Department of Education has issued the following guidance to schools:

June 2007- “Acceptable Use of the Internet and Digital Technologies in Schools”

June 2001- “Pastoral Care in Schools: Promoting Positive Behaviour”

## **What Can We do as a School?**

At Harmony Primary School, we take this bullying as seriously as all other types of bullying. We will ensure that:

- Teachers have sufficient knowledge to deal with cyber-bullying in school
- The curriculum teaches pupils about the risks of new technology, the consequences of their misuses and how to use them safely
- All e-communications used on school site or as part of school activities off-site are monitored.
- Internet blocking technologies are continually updated and harmful sites blocked
- Parents are kept informed of school of school standards and policies and know about schools' rights to monitor their child's e-communications.
- Pupils' are discouraged from bringing mobile phones into school. Any brought in MUST be put in a box in the classroom for Safe keeping during the day. This also applies to watches or other devices that can be used to contact others.

### What can I do as a pupil?

- If you are being targeted, remember bullying is never your fault. It can be stopped and it usually can be traced
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent or call an advice line
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.
- There is plenty of online advice on how to react to cyber bullying. For example:  
<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>  
[www.kidscape.org.uk](http://www.kidscape.org.uk) <http://www.endbullying.org.uk/what-is-bullying/online-bullying/>  
<https://www.bullying.co.uk/cyberbullying/how-to-stay-safe-online/>  
<https://www.kidpower.org/library/article/preventbullying>
- <https://www.bbc.co.uk/teach/anti-bullying-week-primary-and-secondary-resources>

Some useful tips:

#### Text/Video messaging

- You can turn off incoming messages for a couple of days
- If bullying persists you can change your phone number
- Do not reply to abusive or worrying text or video messages- your Mobile Service Provider will have a number for you to ring or text to report phone bullying.

#### Email



- Never reply to unpleasant or unwanted emails
- Don't accept emails or open files from people you do not know
- Ask an adult to contact the sender's ISP by writing abuse@ and then the host, e.g. [abuse@hotmail.com](mailto:abuse@hotmail.com)

### Web

- If the bullying is on the school website tell a teacher or parent, just as you would if the bullying was face to –face.

### Chat Room and Instant Messaging

- Never give out your name, address, phone number, school name or password online. Do not give out photos of yourself.
- Do not accept emails or open files from people you do not know
- Remember it might not be people your own age
- Stick to public areas in chat rooms and get out if you feel uncomfortable
- Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room

Think carefully about what you write- don't leave yourself open to bullying.

Remember: Always tell an adult

### What I can do as a parent

1. Don't wait for something to happen before you act. Make sure your child understands how to use these technologies safely and knows about the risks and consequences of misusing them
2. Make sure they know what to do if they or someone they know are being cyber-bullied.
3. Encourage your child to talk to you if they have any problems with cyber-bullying. If they do have a problem, contact the school, network or the Internet Service Provider.
4. Parental control software can limit who your child sends emails to and who he or she receives them from. It can also block access to some chat rooms.
5. Moderated chat rooms are supervised by trained adults. Your ISP will tell you whether they provide moderated chat rooms
6. Make it your business to know what your child is doing online and who your child's online friends are.

### Suggestions for parents to stay involved

- Keep the computer in a public place in the house. Periodically check on what your child is doing
- Discuss the kinds of Internet activities your child enjoys
- Be up front with your child that you will periodically investigate the files on the computer, the browser history files, and your child's public online activities.
- Search for your child's name online, look at his or her profiles and postings on teen community sites, review web pages or blogs.
- Tell your child that you may review his or her private communication activities if you have reason to believe you will find unsafe or irresponsible behaviour
- Watch out for secretive behaviour as you approach the computer, such as rapidly switching screens, and for attempts to hide online behaviour, such as an empty history file.

Associated policies: Anti-Bullying Policy Pastoral Care policy ICT Policy Code of Conduct e-safety policy

- ✓ **tell your parents**
  
- ✓ **tell your teacher**
  
- ✓ **tell Mrs Johnston**
  
- ✓ **tell a friend**
  
- ✓ **tell a playground buddy.**

**It's Cool to Tell.**

If you see anyone else being bullied at school, please tell someone about it.

**It's Cool to Include.**

People who are being bullied often feel alone so if you can help someone who is so unhappy please do so.

**It's not Cool to Bully.**

We take bullying seriously. It will be sorted out.

**If you feel your child is being bullied:**

Don't

- ✓ Panic.
  
- ✓ Ignore the problem and hope that it will go away.

Do

- ✓ Tell the class teacher
  
- ✓ Tell the principal
  
- ✓ Be prepared to work with the school to resolve the problem.
  
- ✓ Keep the school informed if the bullying does not immediately stop or if at a later date it re-occurs.

Most reports of bullying behaviour are resolved after one intervention from the staff. A few may take longer to be resolved and will involve ongoing reviews



