

Ardstraw Jubilee Primary School

Anti-Bullying Policy



Date Approved by Board of Governors: 16th May 2022

Policy Review Date: May 2026

Anti-Bullying Policy

Rationale

Ardstraw Jubilee Primary School aims to deliver a broad and balanced education for each of its pupils. The paramount responsibility of every person connected with the school is the safety and welfare of its children. Through a sense of order and a sense of purpose the care and education of our children are made more effective.

Ardstraw Jubilee P.S. is completely opposed to all forms of bullying behaviour and we will not tolerate it. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to protection and maintenance of such an environment.

Context

This policy has been developed in line with the following legislation; -

- * [The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)
- * [The Education and Libraries Order \(Northern Ireland\) 2003 \(A17-19\)](#)
- * [The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)
- * [The Children \(Northern Ireland\) Order 1995](#)
- * [The Human Rights Act 1998](#)
- * [The Health and Safety at Work Order \(Northern Ireland\) 1978](#)
- * The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- * [Pastoral Care in School: Promoting Positive Behaviour \(DE, 2001\)](#)
- * [Safeguarding and Child Protection in Schools: A Guide for Schools \(DE, 2017\)](#)
- * [Co-operating to Safeguard Children and Young People in Northern Ireland \(Dept. of Health, Social Services and Public Safety, 2016\)](#)
- * [Safeguarding Board for Northern Ireland Policies and Procedures \(SBNI, 2017\)](#)

The International Context

- * [United Nations Convention on the Rights of the Child \(UNCRC\)](#)

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 & Principles

- * We are committed to a society where children and young people can live free and safe from bullying.
- * We believe in a society where bullying is unacceptable and where every child and young person is safe and feels safe from bullying.
- * We believe that every child and young person should be celebrated in their diversity.
- * We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.

- * We value the views and contributions of children and young people, we will actively seek these views and we will respect and take them into account.
- * We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Consultation and Participation

We have developed our policy through the following consultation processes:

- * Staff survey for all staff, teaching and non-teaching
- * Whole school pupil questionnaire
- * Whole school parent questionnaire

What is 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.

Ardstraw Jubilee Primary School believes:

Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.

We also believe that whilst bullying is usually repeated behaviour, there are instances of one-off incidents that we as a school will consider as bullying.

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

- * severity and significance of the incident
- * evidence of pre-meditation
- * impact of the incident on individuals (physical/emotional)
- * impact of the incidents on wider school community
- * previous relationships between those involved
- * any previous incidents involving the individuals

Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.

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

- * Verbal or written acts
 - 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
 - trying to make other pupils dislike another pupil/s
- * Physical acts
 - Hitting
 - kicking
 - pushing
 - shoving
 - material harm, such as taking/stealing money or possessions or causing damage to possessions
- * Omission (Exclusion)
 - Leaving someone out of a game
 - Refusing to include someone in group work
- * Electronic Acts
 - Using online platforms or other electronic communication to carry out many of the written acts noted above
 - Impersonating someone online to cause hurt
 - Sharing images (e.g., photographs or videos) online to embarrass someone

This is not an exhaustive list and other behaviours, which fit with the definition, may be considered bullying behaviour.

There can be various motivations behind bullying, including those named in the Act. These include, but are not limited to:

Age	Appearance	Breakdown in peer relations	Community background
Political Affiliations	Gender Identity	Sexual Orientation	Pregnancy
Marital Status	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 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

Ardstraw Jubilee Primary School places a lot of value in trying to prevent bullying behaviours and creating a safe learning environment. We do this by: -

- * Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy***
- * Promotion of anti-bullying messages through the curriculum e.g., inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour, and inclusion***

- * Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU (e.g., sectarian, racist, homophobic, transphobic, disablist, etc.)
- * 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. mindfulness training)
- * Participation in the NIABF annual Anti-Bullying Week activities
- * Engagement in key national and regional campaigns, e.g Safer Internet Day, Good Relations Week, etc.
- * Development of effective strategies for playground management, eg. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches, PAtHs Pals) and provision of a variety of play options to meet the needs of all pupils.
- * Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- * Development of effective strategies for the management of unstructured times (e.g. break time, lunch)
- * Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, creative arts, leisure and games, etc.

Preventative Measures on the way to and from school:

- * Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to, and from school and on school trips.
- * Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. This may include the implementation of peer monitoring systems on buses and for those walking.
- * Regular engagement with transport providers (e.g. EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- * Appropriate deployment of staff to support the transition from school day to journey home (e.g. staff duty at school gate/bus stops, where appropriate)

AJPS raises 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 by:

- * Addressing key themes of online behaviour and risk through PDMU, including understanding how to respond to harm and the consequences of inappropriate use.
 - * Participation in Anti-Bullying Week activities.
 - * Engagement with key statutory and voluntary sector agencies (e.g. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
 - * Participation in annual Safer Internet Day and promotion of key messages throughout the year.
 - * Development and implementation of robust and appropriate policies in related areas (e.g. Acceptable Use of the Internet Policy, Social Media Policy etc.)
-

Responsibility

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 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

At AJPS our pupils can report a bullying concern in the following ways:

- * Verbally- talking to a member of staff
- * By writing a note to a member of staff (e.g. in a homework diary or on Seesaw)
- * By talking to a Playground Pal
- * By posting a comment in a 'worry box', worry monster or on a Time to Talk Poster

ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Our message is "**See Something? Say Something**".

Parents/Carers Reporting a Concern

- * In the first instance, all bullying concerns should be reported to the Class Teacher and we will complete a Bullying Concern Record form
- * 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 Mrs Kelly (Principal).

Following this 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 from pupils and/or parents/carers will be responded to in line with this policy and feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Responding to a Bullying Concern

When a report/concern of bullying is raised our staff shall: -

- * Clarify facts and perceptions
- * Assess the incident against the criteria for bullying behaviour
- * Check records (SIMS)
- * Identify any themes or motivating factors
- * Identify the type of bullying behaviour being displayed
- * Identify intervention level
- * Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource [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

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

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

Recording

Our school will centrally record all relevant information related to reports of bullying concerns, see Appendix 1, including:

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

Records will be kept 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

AJPS recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school 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 the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
 - * ensuring that opportunities for safeguarding training are afforded to Governors and all staff - teaching and non-teaching
-

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 within the next 4 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 Behaviour Policy
- * Pastoral Care Policy
- * Safeguarding and Child Protection Policy
- * Special Educational Needs Policy
- * Health and Safety Policy
- * Relationships and Sexuality Education
- * E-Safety Policy & Acceptable Use of Internet Policy
- * Educational Visits
- * Staff Code of Conduct

Appendix 1

Bullying Assessment Concern Form (BACF) Bullying Concern Assessment Form



Incident Date:

PART 1 - Assessment of Concern

Date:

Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:

“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.

	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			

Check records for previously recorded incidents

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

PART 2

2:1 Who was targeted by this behaviour?

Select one or more of the following:

- Individual to individual 1:1 Individual to group Group to individual Group to group

2.2 In what way did the behaviour present?

Select one or more of the following:

- Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking)
- Any other physical contact which may include use of weapons)
- Verbal (includes name calling, insults, jokes, threats, spreading rumours)
- Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
- Electronic (through technology such as mobile phones and internet)
- Written
- Other Acts

Please specify _____

2.3 Motivation (underlying themes): this is not a definitive list

Select one or more of the following:

- Age
- Appearance
- Cultural
- Religion
- Political Affiliation
- Community background
- Gender Identity
- Sexual Orientation
- Family Circumstance (pregnancy, marital status, young carer status)
- Looked After Status (LAC)
- Peer Relationship Breakdown
- Disability (related to perceived or actual disability)

<input type="checkbox"/> Ability
<input type="checkbox"/> Pregnancy
<input type="checkbox"/> Race
<input type="checkbox"/> Not known
<input type="checkbox"/> Other _____

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:	
Is the behaviour intentionally hurtful?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated? (if No, complete One-off incident section)	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Is there an imbalance of power between the parties	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

One-off Incident

When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:	
Criteria:	Information gathered:
• severity and significance of the incident	
• evidence of pre-meditation	
• Significant level of physical/emotional impact on individual/s	
• Significant level of impact on wider school community	
• Status/nature of previous relationships between those involved	
• Records exist of previous incidents involving the individuals	

YES the above criteria have been met and bullying behaviour has occurred.	NO the above criterial have not been met and bullying behaviour has not occurred.
Proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in CPOMS. Refer to the Positive Behaviour Policy, continue to track and monitor to ensure the behaviour does not escalate.

Agreed by _____

Status _____

On ____/____/____

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name: _____ **Year Group/Class:** _____

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent/ carer informed: _____ **Date:** _____ **By whom:** _____

Staff Involved: _____

Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions

Pupil: _____

Parent/carer:

Other Agencies:

Part 3b interventions until an **agreed** satisfactory outcome has been achieved

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name:

Year Group/Class:

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent/ carer informed:

Date:

By whom:

Staff Involved:

Date	Stage on Code of Practice	Type of Intervention	Success Criteria	Action taken by whom and when	Outcome of Intervention	Review

Record of participation in planning for interventions

Pupil:

Parent/carer:

Other Agencies:

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

Date of Review Meeting:

4a- Following the Review Meeting, to what extent have the success criteria been met?

- 1 – Fully
- 2 – Partially
- 3 – Further intervention/support required

Give details: _____

Part 4b- If the success criteria have not been met, continue to:

- Re-assess Level of Interventions and implement other strategies from an appropriate level
- Track, monitor and review the outcomes of further intervention
- Keep under review the Stage of Code of Practice each pupil is on
- Follow Safeguarding Policy
- Seek multi-agency input (EA, Health and Social Services etc.)
- Engage with Board of Governors

Agreed by:

School	Signed: Date:
Parent	Signed: Date:
Pupil	Signed: Date:



AJPS Bullying Concern Initial Record

Date	
Person Reporting	
Name of targeted pupil/s	
Pupil/s Involved	
Summary of Concern	
Next steps	
Signed	

