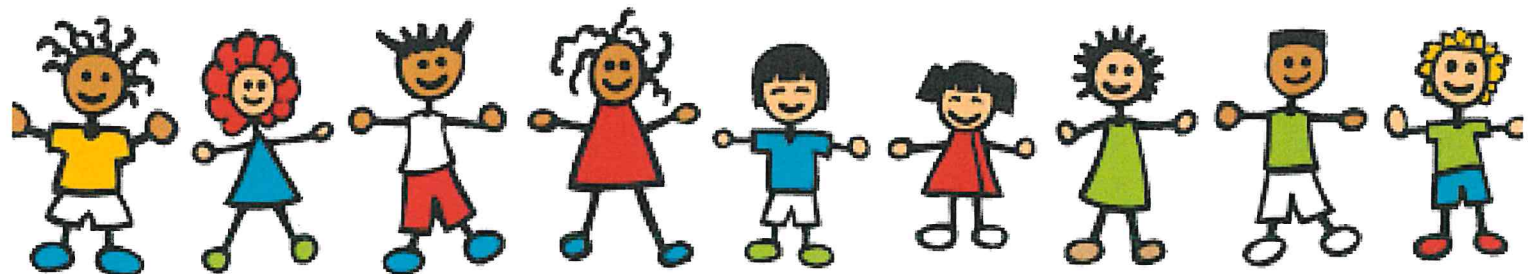




ST DALLAN'S PRIMARY SCHOOL

ANTI-BULLYING POLICY

(updated March 2021)



ST DALLAN'S PRIMARY SCHOOL

ANTI-BULLYING POLICY

The review of our Anti-Bullying policy took place in March 2021 following an increased awareness within society of the importance of enabling children to deal with bullying behaviours and what to do if they are targeted by these.

We also wanted to ensure that the whole school community was in agreement with what constitutes 'bullying behaviour' and the procedures to follow if it does occur.

This revised policy takes account of:

- outcomes of an audit undertaken by the parents
- feedback from the School Prefects and School Council
- discussions with teaching and non-teaching staff
- views of the Board of Governors

In St Dallan's, we firmly believe all forms of bullying behavior are unacceptable. We believe that all pupils have the right to learn in a safe and supportive environment. We feel that dealing with bullying behaviour is everybody's business! We believe that the key to successfully dealing with bullying issues is:

- to involve the whole school community
- to reach a shared understanding of what constitutes bullying and how to respond to it
- to ensure that there is consistency in prevention and response.

SECTION 1

GENERAL RATIONALE

Our vision in St Dallan's Primary School is one where each child and staff member feels valued, respected, and loved. Where talents and abilities are nurtured to enable all to reach their potential in an inclusive environment committed to our shared Christian values.

St. Dallan's Primary School is committed to providing a safe, positive, inclusive, and respectful learning environment for all members of the school community. We also have a responsibility to contribute, in whatever way we can, to protect and maintain such an environment.

The school community at St. Dallan's is completely opposed to bullying behaviour in all its forms. Bullying will not be tolerated. It is entirely contrary to the ethos and principles by which we work and live. We strive to create an anti-bullying climate through openness and consultation, where the views of all members of the school community are encouraged and considered.

SECTION 2

CONTEXT

This policy has been developed within the context of current legislation, Department of Education for Northern Ireland (DENI) guidance and policies, materials developed by the Education Authority (EA), materials developed by the Northern Ireland Anti-Bullying Forum (NIABF), and St Dallan's school policies.

The Legislative Context*

The Addressing Bullying in Schools Act (Northern Ireland) 2016

The Education and Libraries (Northern Ireland) Order 2003 (A17-19)

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

The Children (Northern Ireland) Order 1995

Human Rights Act 1998

Health and Safety at Work NI Order 1978

*The legislation is relevant to all schools/colleges

The Policy and Guidance Context

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

Pastoral Care in Schools: Promoting Positive Behaviour (DE, 2001)

Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)

Cooperating 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 (URCRC)

Resources from the NIABF

- 'Effective Responses to Bullying Behaviour' (NIABF 2013) The NIABF resource has formed the basis for the St. Dallan's Anti-Bullying Policy.

SECTION 3

STATEMENT OF INTENT

Our aim at St. Dallan's Primary School is to provide a happy, caring, and safe environment in which children can learn in a secure and relaxed atmosphere and in which every individual feels valued and respected.

As a Catholic school, our aim is not only to educate children to the highest standards but also to develop their relationship with Christ, which is reflected in the ethos and relationships within the school. In the spirit of these statements and together with our Positive Behaviour Policy, bullying of any kind is unacceptable. Parents should be reassured that through the school's Anti-Bullying Policy we will respond positively and effectively to any form or degree of bullying.

The school's anti-bullying policy is an integral part of our overall pastoral care provision in school and therefore links and works with the following policies:

- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Special Needs Policy
- ICT, E-Safety and Acceptable Use of Internet Policy
- Promoting Positive Behaviour Policy



AIMS OF OUR SCHOOL POLICY

- Pupils have the right to learn in a safe and supportive environment, free from intimidation and fear
- The welfare, wellbeing, and needs of all children and young people are paramount. Pupils' needs, whether a pupil who engages in bullying behaviour or a targeted pupil, should be separated from their behaviour
- 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. A society 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
- When bullying concerns are identified, our school will seek to work in a non-punitive, restorative, and solution-focused way to help support the necessary behavioural change, ensuring the targeted pupils' safety and the repairing of relationships – which is core to the school's ethos
- Pupils who are targeted will be listened to and supported
- Pupils who engage in bullying behaviour will be listened to and supported to accept responsibility for their behaviour, acknowledging the impact or harm done, agreeing to change their behaviour, and

repair relationships

- Staff will receive awareness-raising training in relation to possible interventions, strategies, and skills. This training will be implemented where bullying behaviour concerns are raised in order to bring about a positive resolution
- Should a bullying concern arise, school staff will receive support from senior staff regarding their assessment of this concern and interventions to be implemented
- Parents will be consulted on how we engage, involve, and consult with pupils regarding our School Positive Behaviour Policy and our Anti- Bullying Policy. Consultation will also consider the various processes which may be involved when responding to bullying concerns, such as those informed by the 'Effective 5 Responses to Bullying Behaviour' resource (NIABF, 2013). Restorative practice and solution-focused interventions will be used which help underpin the school's ethos and values
- Active parental support and appropriate level of participation with the school is essential to ensure that our principles and values remain central when addressing any concerns in relation to their children
- We value views and contributions of children and young people. We 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.

SECTION 4

See appendix 4

SECTION 5

DEFINITION OF BULLYING



The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal 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 groups of pupils, with the intention of causing physical or emotional harm to that pupil or groups of pupils.

(2) For the purposes of subsection (1), “act” includes omission.

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.

While bullying is usually repeated behaviour, there are instances of one off incidents that the 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 individuals

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

FORMS OF BULLYING

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 spreading 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

Omissions (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 written acts noted above, including eg. messages on mobile phones etc.
- 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 behaviours.

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.

Definitions of emotional and physical harm 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.

The 2003 Statutory Requirements (Education and Libraries NI Order) requires schools to '**encourage good behaviour and respect for others**' and in particular '**prevent** all forms of bullying'

Signs of stress in pupils which MAY indicate bullying

- ☐ Unwillingness to attend school/ lateness/ erratic attendance
- ☐ Avoidance, hanging back from playground or staying late at school
- ☐ Deterioration of work/ 'misplaced' books, money, equipment or belongings/ under achievement
- ☐ Spurious illness/ non-specific pains, headaches, tummy upsets, withdrawn, loss of appetite
- ☐ Nail biting/ flinching/ jumpiness/ forgetfulness/ distractibility
- ☐ Impulsive hitting out/ out of character temper 'flare up' or restlessness/ sudden aggressiveness
- ☐ Stresses manifested at home – bed wetting/ insomnia/ nightmares/ restlessness and irritability
- ☐ Reluctance to sit beside or near certain pupils/ hesitant to walk home



(NB. Whilst these behaviours may be symptomatic of other problems – **BULLYING** may be one reason!)

SECTION 6

PREVENTATIVE MEASURES

In St Dallen's, we place a lot of value in trying to prevent bullying behaviour. Below are some of the strategies we employ.

1. Promote the school's anti-bullying ethos at all times by raising awareness and understanding of the positive behaviour expectations (as set out in the Positive Behaviour Policy)
2. Recognise and reward for good behaviour e.g. Star Pupil each week, Line Up for a Star, Golden Table, and individual class incentives
3. Review of Promoting Positive Behaviour Policy with input from staff, parents, and pupils (March 2021)
4. Annual dissemination of Positive Behaviour Policy to all members of staff: teachers, assistants, supervisors etc.
5. Display of Behaviour Code (school rules) throughout the school
6. Understanding of Behaviour Code and discussion of the school's expectations of positive behaviour and how these can be further transferred into the classroom e.g. classroom charter, classroom rules etc. (as set out in the Positive Behaviour Policy)
7. Participate in Anti-Bullying week and other platforms that encourage the opportunity to discuss and share thoughts and ideas on dealing with bullying behaviour e.g. C2K Cyber Bullying Competition

8. Use opportunities within the school curriculum to address bullying behaviour/concerns. For example, God's work to highlight the aspect of showing love. Acting out situations in literacy/drama that demonstrate how bullying behaviour can be hurtful and what to do if it happens to you. Highlight the importance of fair play through P.E., table games, class games, working together in peer groups e.g. maths investigations etc.
9. Listen to and investigate all incidents of bullying behaviour (even minor incidents). **'Nip it in the bud.'**
10. Promote anti-bullying messages through the curriculum. For example, inclusion of age appropriate material specific to individual subject areas relating to bullying, positive behaviour, and inclusion
11. Help pupils to be assertive (teaching them to stand up for themselves) within the classroom context and through the curriculum wherever possible e.g. PDMU
12. Be involved in meaningful and supportive shared education projects which support pupils to explore, understand, and respond to difference and diversity
13. Actively promote positive emotional health and wellbeing through the preventative curriculum
14. Engage in key national and regional campaigns, e.g. Safer Internet Day.
15. Provide peer support arrangements for pupils who may be vulnerable to bullying behaviour e.g. buddies, mentors etc.
16. Provide and promote extra – and co-curricular activities aimed at supporting the development of effective peer support relationships and networks. For example, circle time, buddies, PATHS Pals monitors and mentors, School Councils including Fair Trade and Eco-Council
17. Ensure that all staff have the same viewpoint and are in agreement with all procedures
18. Encourage the pupils, especially those targeted by bullying behaviour, to speak out (yell and tell)
19. Develop effective strategies for playground management e.g. Training of supervisors - playground / general school environment, zoning of playgrounds, inclusion of specific resources (buddy benches, play bus stops), PATHS Pals and provision of play option to meet the needs of all the pupils
20. Raise awareness and promote understanding of key issues related to bullying through focused assemblies
21. Communicate effectively with parents– consultation /questionnaire/feedback letter
22. Use of Outside Agencies – NSPCC, Childline, PSNI, Behaviour Support Team, Pupil Personal Development Services (PPDS) etc.
23. Provide staff training / effective communication
24. Use of expertise with workshops on E-Safety and Cyber bullying for pupils, parents, and teachers

We, as a school, are aware of the preventative measures needed to prevent bullying behaviour to and from school which include:

- Development of a culture where pupils take pride in their school and are viewed as ambassadors for the school within the community. This includes regular reminders of the positive behaviour expectations of the children as they travel to and from the school
- Establish measures to empower the pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school.

The school also takes steps to prevent bullying through the use of electronic communication among pupils where that behaviour is likely to have a detrimental effect on the pupil's education at school. We, as a school, raise awareness of the nature and impact of online bullying and support the pupils to make use of the internet in a safe, responsible, and respectful way. This includes:

- Addressing key themes of online behaviour through PDMU, including understanding how to respond to harm and the consequences of inappropriate use
- Participation in Anti-Bullying Week activities
- Engagement with statutory and voluntary 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, Filtering, and Clocking Policy (C2k), Mobile Phone Policy, etc.)

SECTION 7

ROLES AND RESPONSIBILITIES

The Responsibilities of Staff



Our staff will:

- foster in our pupils: self-confidence, self-esteem, self-respect, a sense of rights and respect for others
- explain the social behaviour we expect of our pupils
- discuss bullying behaviour with all classes, so that every pupil learns about the damage it causes to both the child who is targeted and the pupil who engages with bullying behaviour
- emphasise the importance of telling a trusted adult about bullying behaviour when it happens or is observed
- be alert to signs of distress and other possible indications of bullying
- listen to children who have been bullied, take what they say seriously, record as per policy and act to support and protect them
- report suspected cases of bullying to the Principal, Vice Principal or our Deputy Designated Teacher for Child Protection
- follow up any complaint by a parent/guardian about bullying, record and report back promptly and fully to the parent on the action which has been taken
- respond to bullying behaviour promptly and effectively, in accordance with agreed procedures.

The Responsibilities of Pupils

We expect our pupils to:

- help create a climate where bullying behaviour is not accepted
- value and respect others
- help others achieve
- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity
- follow school rules and classroom contract agreements
- intervene to protect the pupil who is being bullied, unless it is unsafe to do so
- report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances
- follow our Behaviour Code

In St Dallan's we always:

1. Do our best
2. Treat others kindly
3. Show good manners
4. Act safely
5. Look after our school

Anyone who becomes the target of bullying behaviour should:

- **not suffer in silence, but have the courage to speak out in-order-to put an end to their own suffering and that of other potential targets.**

What Pupils Need to Recognise about Bullying

Pupils need to understand that:

- they have a right not be bullied at school
- they are not to blame if they are bullied
- they need to speak out and should trust the staff in school to take their concerns seriously and to help them
- they are not alone

The Responsibilities of Parents

We ask parents to support their children and the school by:

- watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying
- advising their children to report any bullying to their class teacher and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils
- advising their children not to retaliate violently to any form of bullying
- being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken
- informing the school of any suspected bullying even if their child is not involved
- **co-operating with the school, if their child/children are involved in a bullying concern. Try to ascertain the truth and help resolve the difficulty in a way which stops the behaviour recurring and meets the needs of all the children**

The Responsibilities of All

Everyone should work together to create a safe, happy, anti-bullying environment within our school.

BE YOU. BE BRAVE. BE HEARD.

We can stop bullying together

SECTION 8

REPORTING A CONCERN - REACTIVE STRATEGIES

The following steps will be taken when dealing with incidents:

- If bullying behaviour is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- Attempts will be made to resolve the situation quickly
- Reports will be taken seriously
- Steps will be taken to ensure child feels safe and secure
- Significant incidents will involve further investigation and recording
- A clear account must be reported to the Class Teacher/ Designated Teacher for Child Protection/ Vice Principal/ Principal
- Significant or repeated incidents will require parents being informed
- Disciplinary measures / sanctions, which are proportionate, will be explained and used

But is it bullying?

Sometimes incidents will occur which are incidents of unacceptable behaviour. These will be dealt with in accordance to our school's Positive Behaviour Policy, in particular the section 'Dealing with Unacceptable Behaviour'.

We will take the utmost care to ensure that the school's definition of bullying is applied when deciding whether incidents are deemed as bullying behaviour or unacceptable behaviour. This will be done using the 'Assessment of Alleged Bullying Concern' form (see Appendix 3).

Incidents of Unacceptable Behaviour will be recorded in 'Incidents of Pastoral/Parental Concern Sheet' (see Appendix 4) which will be completed by the adult who is dealing with the incident and passed onto the Vice Principal/Deputy Designated Teacher for Child Protection, who will keep these on file.



Pupils raising a concern can communicate this to staff in a number of ways:

- Verbally talking to a member of staff
- Writing a note
- Posting a comment in the Worry Box

It should be emphasised that ANY pupil can raise a concern about bullying behaviour, not just the pupil experiencing this behaviour.

Parents and carers need to encourage their child to react appropriately to bullying behaviour and not to do anything to retaliate or to 'hit back'.

The process of parents/carers reporting bullying concerns are as follows:

- In the first instance all bullying concerns should be reported to the Class Teacher
- If you are 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 Mrs. McDonald
- If you are 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 the Principal Mrs Farrell.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This may be obtained from the school office upon request.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy. 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 carers.

SECTION 9

RESPONDING TO A BULLYING CONCERN

The following processes outlined below provide a framework for how the school will respond to any bullying concerns identified.

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

- Clarify facts and perceptions
- Check records (Pastoral Concern forms)
- 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, consequences, and sanctions listed in the Effective Responses to Bullying Behaviour

resource

- Track, monitor, and record effectiveness of interventions
- Review outcome of interventions
- Select and implement further interventions as necessary

As a school, we will use a restorative approach advocated by NIABF (Northern Ireland Anti Bullying Forum) when responding to bullying behaviour. Interventions suggested in the Effective Responses to Bullying Behaviour resource focus on responding to the behaviour, resolving the concern, and restoring wellbeing of those involved.

Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.

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

SECTION 10

RECORDING

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

The school will centrally record all relevant information related to reports of bullying concerns, including:

- How the bullying behaviour was displayed (the Method)
- The motivation for the behaviour
- How each incident was addressed by the School
- The outcome of the interventions employed

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 future development of anti-bullying policy and practice within the school.

PROCEDURE FOR DEALING WITH ALLEGED BULLYING BEHAVIOUR

STEP 1

REPORTING OF AN INCIDENT

(significant/repeated/intentional incidents)

When alleged bullying behaviour is reported, the initial investigation will be carried out by the person informed and the information will be passed on to following people:

- The teacher of any child involved
- The Vice-Principal/ Deputy designated teacher for child protection
- The Principal.

This information must be recorded in Record of Pastoral/Parental Concern (see Appendix 4).

STEP 2

INVESTIGATION OF AN INCIDENT

Gather Information and clarify the facts

- This will normally be carried out by the Vice-Principal/ Deputy Designated Teacher for child protection, in co-operation with the class teacher / adults involved.
- Pupils involved will be interviewed and a record made of their responses.
- At this point we need to check that the behaviour constitutes bullying behaviour as defined in our policy with the Assessment of Alleged Bullying Concern form being used to help inform the way forward (see Appendix 3).
- School records will be checked for any previous incidents.

STEP 3

AGREEING A PLAN FOR RESOLUTION

Assess appropriate interventions and plan with reference to the NIABF Interventions Framework and Guidance Documents- Responding to Alleged Bullying Behaviour

- Vice-Principal/Deputy Designated Teacher/Principal will devise a plan for resolution of conflict (based on levels 1-4 from NIAMF Framework).
- Any disciplinary action required will use system of sanctions as set out in the school's Positive Behaviour Policy and CCMS guidelines.
- Parents/guardians of pupils involved will be informed of the school's action if the issue is deemed as bullying behaviour and kept informed of subsequent action.

STEP 4

REVIEWING THE SITUATION

- Situation monitored and formally reviewed within one month of initial report.
- This will involve the vice-principal/ deputy designated teacher, class teacher, staff community, pupils and parents concerned.

STEP 5

INVOLVEMENT OF OTHER AGENCIES

Where necessary the school will draw on support of the Education Welfare Officer, Behaviour Management Team, Educational Psychology Service, Pupil Person Development Services etc.

SECTION 11

PROFESSIONAL DEVELOPMENT OF STAFF

We recognise the need for adequate training for staff, including teaching and non-teaching.

At St. Dallan's endeavour to:

- Ensure that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions.
- Ensure that any impact or outcomes of training will be reflected in policies and procedures. E.g. amendments made, inclusions added etc.
- Ensure opportunities for safeguarding training are afforded to Governors and all staff both teaching and non-teaching
- Ensure that all CPD records will be kept and updated regularly.

SECTION 12

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 policy will be formally evaluated and reviewed with the whole staff every 2 years or when an incident occurs. Consultation and valuable input will be sought from the whole school community, parents/guardians, and pupils within an appropriate time frame.

This policy will be reviewed as required, in consultation with pupils and their parents/carers, on or before 2025.

RESOURCES AND TRAINING

The Vice-Principal received training in November 2015 based on the Northern Ireland Anti-Bullying Forum resource – Effective Responses to Bullying Behaviour. The updated policy and training has been disseminated to all members of staff and training will continue as necessary.

SECTION 13

LINKS WITH 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 Policy
- E-safety Policy and Acceptable Use of Internet Policy
- Mobile Phone Policy
- Educational Visits Policy
- Staff Code of Conduct

AT ALL TIMES CHILDREN'S CONCERNS ARE OUR CONCERNS

The school's Positive Behaviour Policy details the behaviour standards set within the school.

Pupils are encouraged to express their concerns about themselves and others and to seek help and support whenever they need it. However, children can sometimes be reluctant to seek help, so they need a number of other options to get that help.

Assemblies and class circle time will be used to reinforce positive anti-bullying messages and to raise issues concerning bullying within the context of a Christian message. Activities across the curriculum and visits from representatives of outside agencies will also be used to develop pupils' understanding of bullying. The resource, 'Young Person's Guide to Bullying' from the Children's Safety Education Foundation is available for pupils in KS2.

Children are taught that each person is unique and should be valued. Differences are to be celebrated and should not be the focus of negative behaviour. In order to build children's resilience and reduce their vulnerability, pupils are coached and guided in developing coping strategies and how to respond positively to hurtful behaviour. Pupils are encouraged to look out for each other and to report their concerns for others.

Pupils who are targets of bullying behaviour will be reassured that they are not in any way to blame (unless there is good reason to think otherwise). Support and protection will be given.

A child who has been involved in bullying behaviour will be expected to take responsibility for their actions. The reasons for their behaviour will be explored, and they will be expected to improve and change with any necessary support required. They will be encouraged to think and talk about the implications of their behaviour on the pupil who has been their target. Discussion will also involve the pupil's parents to identify any relevant background information and to secure their support. It may also be necessary for the involvement of the Special Needs Co-Ordinator to address any behavioural problems through a behavioural programme (see Special Needs Policy). The aim will be to resolve incidents, rebuild relationships, and restore a safe environment for all. Incidents will be resolved in age-appropriate ways and any sanctions will be in line with the school's Positive Behaviour Policy.



Appendix 1

Alleged Bullying Behaviour Concern Form



Assessment of Alleged Bullying Concern in St Dallen's Primary School

Part 1 Assessment of Concern

Date: _____

Our school's definition of bullying is:

'the repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights or needs of another or others'.

	Name(s)	Gender	D.O.B.	Year
Person(s) reporting concern		M / F		
Name of targeted pupil(s)		M / F		
Name of pupil(s) involved		M / F		
Does the behaviour involve: <input type="checkbox"/> individual to individual <input type="checkbox"/> individual to group <input type="checkbox"/> group to individual <input type="checkbox"/> group to group				

Type of incident and Theme (if applicable):

Physical bullying

(includes jostling, physical intimidation, interfering with personal property including stealing, punching/kicking, any other physical contact which may include hair pulling, spitting or use of 'weapons', extortion, writing/drawing offensive notes)

Verbal bullying

(includes name calling, insults, jokes, threats, spreading malicious rumours, ridicule of another's appearance/disability/personal mannerisms/way of speaking, humiliating another publicly, mocking, sarcasm, intimidation)

Emotional (indirect) bullying

(includes isolation, refusal to work with/talk to/play with/help others, mobbing the individual, belittling another's abilities, or achievements, menacing looks, stares or rude gestures)

Cyber Bullying

(through technology such as mobile phones, the internet, online gaming etc.)

Theme (if applicable):

- ☐ Disability (related to perceived or actual disability)
- ☐ Homophobic (related to perceived or actual sexual orientation)
- ☐ Racist (related to skin colour, culture and religion)
- ☐ Sectarian (related to religious belief and/or political opinion)
- ☐ Other: _____

Is there persistence/recurrence of this behaviour?	Yes/No
Is it targeted behaviour?	Yes/No
Is there a power imbalance?	Yes/No
Is it intentionally hurtful behaviour?	Yes/No

Does this incident meet our school's agreed definition of bullying? Yes/No
(discussion with Safeguarding Team if necessary)

Are there any records of previously recorded incidents? (give details if relevant)

Outline of incident(s): *attach all written accounts/drawings of incidents(s) completed by targeted pupil, witnesses (other pupils, staff), SIMS record etc.*

Part 2 – Details of interventions

Name of action/support for pupil(s) who has been targeted: (please tick all that apply)

- ☐ Discussion of the incident with peers/class
- ☐ Defined on- going support/monitoring from staff
- ☐ Parents involved/informed (please specify) _____
- ☐ Counselling (please specify) _____
- ☐ Referral to other agencies (please specify) _____
- ☐ Any other details (please specify) _____

(refer to NIABF level 1-4 interventions if necessary)

Name of action/support for pupil(s) who has been displaying bullying behaviour: (please tick all that apply)

- ☐ Discussion of the incident with peers/class
- ☐ Defined on- going support/monitoring from staff
- ☐ Parents involved/informed (please specify) _____
- ☐ Counselling (please specify) _____
- ☐ Referral to other agencies (please specify) _____
- ☐ Any other details (please specify) _____

(refer to NIABF level 1-4 interventions if necessary)

- ☐ Suspension
- ☐ Expulsion
- ☐ Other (please specify) _____

Part 3 – On-going Record of Support and Interventions

(refer to NIABF level 1-4 interventions if necessary)

Date	Details of Intervention	Action required/taken

Signed: _____ Date: _____

Designation: _____

Part 4 – Status of Concern

This concern is now resolved: Yes/No

If yes form to be filed.

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

If no (tick as appropriate):

- ☐ Further intervention required
- ☐ Review information and action to date
- ☐ Refer/discuss with Safeguarding Team
- ☐ Re-assess level of interventions/implement other strategies as appropriate
- ☐ Record and completed part 2 and part 3 again

Name of person completing form: _____

Signed: _____ Date: _____

Designation: _____

Appendix 2

Record of Pastoral/Parental Concern Reported to a Member of Staff

Teacher's Name: **Child's Name:** **Year:**

DATE	ISSUE	REPORTED BY	ACTION TAKEN	MONITORING	OUTCOME

Signed: _____ **Position:** _____ **Date:** _____

Appendix 3

INFORMATION, WEB SITES AND PHONE HELP LINES

DEPARTMENT OF EDUCATION

The Education Authority regards bullying, in whatever form and for whatever reason, as having no place in our schools.

It guides parents, teachers, pupils and the whole school community to the following contacts:

1) NIABF Northern Ireland Anti Bullying Forum

The Education Authority helps fund and is a member of the Northern Ireland Anti-Bullying Forum (NIABF). This forum is hosted and chaired by Save the Children.

The NIABF has information and links regarding bullying for the whole school community and parents and can be got at <http://www.niabf.org.uk>.

2) Anti-Bullying Helpline

The Department funds CHILDLINE NI (0800 1111)

This is a free and dedicated anti-bullying helpline for pupils and young people who have concerns about bullying.

It is available 24 hours / 7 days a week.

3) NSPCC ● FULLSTOP Campaign

To help those who have suffered child abuse/ bullying and to advise children about bullying concerns
(0808 800 5000)

4) Cyber Bullying

We also use CEOP's www.thinkuknow.co.uk site to help children become aware of the problem of cyber bullying and what to do should this happen.