



Addressing Bullying Policy

September 2021

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GENERAL RATIONALE

Carrickmannon Primary School is completely opposed to bullying and it will not be tolerated. Bullying, regardless of what form it takes, 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. We also have a responsibility to contribute, in whatever way we can, to the protection and maintenance of such an environment. Parents, in turn, will be expected to work with the school to ensure that bullying does not take place. The Board of Governors has an overarching responsibility to ensure that the school provides a safe and harmonious learning environment for all who use the premises. The Board takes this responsibility very seriously.

PRINCIPLES

We work with our staff, pupils and parents to create a school community free from bullying. To achieve this, we:

- support staff to promote positive relationships and identify and tackle bullying related issues appropriately;
- ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the Addressing Bullying Policy;
- operate a robust Addressing Bullying Policy;
- discuss, monitor and review the policy with members of staff and with pupils every four years or earlier if it is needed;
- report back quickly to parents regarding their concerns regarding bullying issues and deal promptly with complaints in line with our policy;
- seek to learn from addressing bullying good practice elsewhere and utilise the support of the Education Authority, and relevant organisations, when appropriate.

DEFINITION OF BULLYING

Bullying is defined in the Addressing Bullying in Schools Act (Northern Ireland) 2016 as

“Bullying includes (but it 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.”

“Bullying is a form of unacceptable behaviour, but not all unacceptable behaviour can be considered bullying. Bullying usually has three key elements:

- It is usually repeated behaviour that happens over a period of time
- It usually involves an imbalance of power
- It is intentionally hurtful behaviour

All unacceptable behaviour must be challenged, whether it is bullying or not.

There are many different ways that bullying behaviour can be displayed. This could include:

- Being called nasty names, teased, made fun of, threatened or put down
- Being hit, kicked, punched, tripped up or knocked over
- Having belongings stolen or damaged
- Having rumours or gossip spread about you or people talking about you behind your back
- Being left-out, excluded or isolated
- Being forced to do something you don’t want to do or know that is wrong”

(Northern Ireland Anti-Bullying Forum – NIABF)

Pupils are bullied for a variety of reasons.

Specific types of bullying include:

- bullying related to race, religion or culture;
- bullying related to special educational needs (SEN) or disabilities;
- bullying related to appearance or health conditions;
- bullying related to sexual orientation;
- transphobic bullying;
- bullying of young carers or looked-after children or otherwise related to home circumstances;
- sexist or sexual bullying.

Bullying can seriously damage a child’s confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual.

Assessing a 'One-off Incident'

The phrase, "but is not limited to" within the legal definition gives the school the legal support/discretion to consider a one-off incident as bullying if we feel the situation causes significant emotional and/or physical harm and where there is clear evidence of pre-meditation.

When determining whether to classify a One-off Incident as bullying, the school, on the basis of the information gathered, should take all of the following factors into consideration:

- Severity level and significance of the incident
- Evidence of pre-meditation – planning and preparation involved
- Impact of the incident on individual/s (physical/emotional)
- Impact of the incident on the wider school community
- Previous relationships between those involved
- Any previous incidents involving the individuals

If all of these criteria are met, then the incident will be addressed through this policy otherwise it will be dealt with through the Positive Behaviour Policy.

How do we assess if an incident is bullying?

What is Harm?

In the context of the bully criteria **harm** is defined as follows:

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

Was there intention to cause harm?

The 2016 Act requires schools to determine that the act was intentional of the pupil(s) displaying bullying behaviour. When making a judgement the school will consider the pupil's capacity to understand the impact of their behaviour and how this could have been affected by developmental age/delay/diagnosis etc.

If it is deemed that a pupil did not set out to intentionally cause harm, then the incident will be addressed through the Positive Behaviour Policy.

We will use the following criteria when assessing for bullying behaviour:

Is the behaviour intentional?	Yes / No
Is the behaviour targeted at a specific pupil or group of pupils?	Yes / No
Is the behaviour repeated?	Yes / No
Is the behaviour causing physical or emotional harm?	Yes / No
Does the behaviour involve omission? (may not always be present)	Yes / No
Does this incident meet the school's agreed definition of bullying?	Yes / No

All forms of bullying will be taken equally seriously and dealt with appropriately.

The school policy will be applied when pupils are:

- on school premises during the school day;
- travelling to or from school during the school term;
- while the pupil is in the lawful control or charge of a member of the school eg on school trips or at a different venue (ie Sports Day);
- Receiving education provision which is arranged on behalf of the school and provided away from the school premises eg exceptional teaching arrangements when a child has a long term illness.

CYBERBULLYING

Online Bullying

Online, or cyber, bullying is bullying behaviour that is displayed through mobile/smart phones or the internet. This could include:

- Hurtful, embarrassing or threatening material posted online (eg. on social network websites)
- Nasty messages sent as texts, emails or other websites or apps
- Being excluded from an online game
- Fake profiles on a social network to make fun of others

(NIABF)

Cyberbullying is the deliberate use of Information and Communications Technology (ICT), particularly mobile phones and the internet, to upset someone else. Cyberbullying is a sub-set or 'method' of bullying. It can be used to carry out all the different 'types' of bullying, but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying.

Cyberbullying takes different forms: threats and intimidation; blackmail; harassment or "cyberstalking" (e.g. repeatedly sending unwanted texts or instant messages); vilification/defamation; exclusion or peer rejection; impersonation; unauthorized publication of private information or images; attempts to steal digital data from others; sending of viruses or malware to intentionally cause harm to the devices of others and manipulation.

Cyberbullying can be an extension of face-to-face bullying, with technology providing the child who is displaying bullying behaviour with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

The strategies and activities that are in place to tackle cyberbullying are outlined in our Acceptable Use of the Internet and Digital Technologies policy.

LINKS WITH OTHER SCHOOL POLICIES

Our addressing bullying policy is an integral part of the school's policy for pastoral care and is directly linked with the following policies:

- Safeguarding and Child Protection policy;
- Positive Behaviour policy;
- Acceptable Use of the Internet and Digital Technologies policy;
- Personal Development and Mutual Understanding (PDMU) policy.

PUPIL/PARENT PARTICIPATION AND CONSULTATION PROCESS

The school recognizes the importance of consulting with our pupils and providing them with opportunities to contribute to the ongoing development and review of its policy. They are able to discuss and comment on the school's Addressing Bullying Policy in PDMU lessons and they are also able to provide feedback to the school council, who in turn meet monthly with Mrs Francis, teacher in charge of the Pupil Council.

The draft policy will be sent out via our online platform (Seesaw) for parental consultation and responses will be taken into account before the policy is presented to the Board of Governors for approval.

RESPONSIBILITIES OF SCHOOL STAKEHOLDERS

The Responsibilities of Staff

Our staff will:

- ✓ foster in our pupils self-esteem, self-respect and respect for others;
- ✓ demonstrate by example the high standards of personal and social behaviour we expect of our pupils;
- ✓ discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the child who is displaying bullying behaviour, and the importance of telling a teacher about bullying when it happens;
- ✓ be alert to signs of distress and other possible indications of bullying;
- ✓ listen to children who have been bullied, take what they say seriously and act to support and protect them;
- ✓ report in writing suspected or reported cases of bullying to the Principal;
- ✓ follow up any complaint by a parent about bullying concerns, and report back promptly and fully on the action which has been taken;
- ✓ deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

The Responsibilities of Pupils

We expect our pupils to:

- ✓ refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity;
- ✓ intervene to protect a 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 any further instances.

Anyone who becomes the target of bullies should:

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

The Responsibilities of Parents

We ask our parents to support their child and the school by:

- ✓ watching for signs of distress or unusual behaviour in their child, which might be evidence of bullying;
- ✓ advising their child 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 child not to retaliate violently to any form of bullying;
- ✓ being sympathetic and supportive towards their child, 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 is accused of bullying, try to ascertain the truth, and point out the implications of bullying, both for the child who is bullied and for the child displaying bullying behaviour themselves.

The Responsibilities of All

Everyone should:

- ✓ work together to combat and, hopefully in time, to eradicate bullying.

HOW A PARENT CAN MAKE A COMPLAINT ABOUT POSSIBLE BULLYING

The school is committed to making parents aware of the procedures to use if they are concerned their child is being bullied or does not feel safe to learn.

When a pupil starts Carrickmannon the school includes in its welcome pack a copy of the Addressing Bullying Policy, the procedures parents should follow to make a complaint and the recourse that they have if they are not satisfied with the outcome (see Appendix 1). As well as inclusion in the welcome pack, these arrangements are displayed on the walls throughout the school building.

PREVENTATIVE MEASURES TO CREATE AN ADDRESSING BULLYING ETHOS

Leadership

The school's senior management team (SMT) actively promotes an open and honest addressing bullying ethos, which secures whole-school community support for the addressing bullying ethos. The principal has responsibility for the co-ordination and implementation of bullying prevention and responding strategies within the school.

The Principal is Mrs Lennon.

Use of curriculum opportunities

School staff use class time to raise awareness of and tackle bullying:

- PDMU (Personal Development and Mutual Understanding) lessons are used to discuss issues around diversity and draw out addressing bullying messages.
- The use of creative learning through art, music, poetry, drama and dance develops understanding of feelings and enhances pupils' social and emotional skills.

Use of other opportunities to raise awareness

Other opportunities are also used throughout the school year to raise awareness of the negative consequences of bullying:

- Addressing Bullying Week events in November of each year;
- whole-school assemblies used to raise awareness of the school's addressing bullying policy and develop pupils' emotional literacy;
- events which can prompt further understanding of bullying, such as online safety workshops.

School environment

The pupils are carefully supervised on the school premises to reduce incidents of bullying.

Professional development

The school ensures that appropriately targeted information and professional development is available for all staff and governors especially the Principal who has overall responsibility for Pastoral Care.

Working with EANI

The school actively works with the Behaviour Support team at the Education Authority to support its addressing bullying work.

PROCEDURES FOR RESPONDING TO INCIDENTS OF BULLYING BEHAVIOUR

The following steps will be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- the member of staff will determine if the behaviour is bullying behaviour which conforms to the school's agreed definition of bullying;
- if the behaviour does constitute bullying behaviour, the member of staff will complete a Bullying Concern Assessment Form and choose an appropriate intervention from the Intervention Levels identified in 'Effective responses to bullying behaviour' (NIABF, 2013);
- a copy of the Bullying Concern Assessment Form will be given to the Principal;
- the Principal will monitor and evaluate the on-going effectiveness of the chosen intervention/strategy;
- parents will be kept informed;
- the actions taken and outcomes achieved will be recorded using the school's recording system (The school has put in place the use of the Bullying Concern Assessment Form, Appendix 2, which will be scanned and uploaded to the C2k SIMS Behaviour Management Module);
- review the outcomes to determine whether further action is required and progress accordingly.

Support for the bullied pupil

Pupils who have been bullied will be supported by:

- reassuring the pupil and asking them what they would like to see happening to resolve the situation;
- offering an opportunity to discuss the experience with Mrs Lennon, the Principal;
- offering continuous support and protection;
- restoring self-esteem and confidence;
- using the school's 'buddies' to draw them into a supportive group;
- offering a meeting with the parents of the pupil who has been bullied;
- providing counselling through an outside agency in serious cases.

Support for pupils who have displayed bullying behaviour

Pupils who have displayed bullying behaviour will be helped by:

- discussing what happened, asking them to think about, and talk about, the implications of their behaviour;
- discovering why the pupil became involved;
- establishing the wrongdoing and need to change;
- informing parents to help identify any relevant background information and secure their support for the remedial action to be taken;
- possibly placing them on the Special Needs register (in consultation with the SENCO) and drawing up an Individual Education Plan (IEP) to address persistent behavioural problems;
- instigating child protection procedures if abuse is suspected (research has shown that a high proportion of bullies were themselves, or remain, the victims of abuse).

Sanctions

All incidents of bullying will be dealt with through intervention from the Intervention Levels identified in 'Effective responses to bullying behaviour' (NIABF, 2013) and/or the school's Positive Behaviour policy. (See Appendix 5)

Sanctions for bullying are intended to hold pupils who display bullying behaviour to account for their behaviour and ensure that they face up to the harm they have caused and to learn from it.

CONTINUOUS PROFESSIONAL DEVELOPMENT OF ALL STAFF

The Principal will provide refresher training on the school's Addressing Bullying Policy with all staff annually. She will also provide staff with appropriate INSET training and additional training opportunities outside of school.

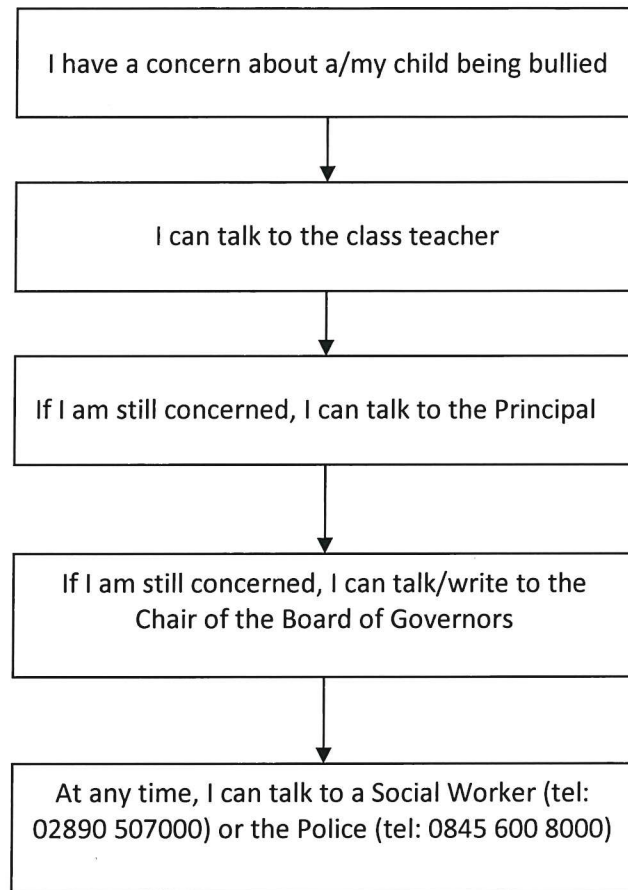
REVIEW AND MONITORING OF THE POLICY

In accordance with the 2016 Act a review of this policy is timetabled every four years within the school's management programme or sooner, if directed by the Department of Education. As part of this review the policy will be presented to the Board of Governors for their consideration and approval.

Sept 2021

Appendix 1

How a parent can make a complaint about possible bullying



Appendix 2

BULLYING CONCERN ASSESSMENT FORM

PART 1 – ASSESSMENT OF CONCERN

Date _____

	Name(s)	Gender M/F	DOB/Year Group (if pupil)
Person(s) reporting concern			
Name of targeted pupil(s)			
Name of pupils(s) involved			
Does the behaviour involve -	<input type="checkbox"/> Individual to individual 1:1 <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, punching/kicking, and other physical contact which may include use of weapons)
- ☐ Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours)
- ☐ Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others)
- ☐ Disability (related to perceived or actual disability)
- ☐ Cyber (through technology such as mobile phones and internet)
- ☐ 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 the behaviour intentional?	Yes / No
Is the behaviour targeted at a specific pupil or group of pupils?	Yes / No
Is the behaviour repeated?	Yes / No
Is the behaviour causing physical or emotional harm?	Yes / No
Does the behaviour involve omission? (may not always be present)	Yes / No
 Does this incident meet your school's agreed definition of bullying?	 Yes / No

Check records for previously recorded incidents

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

PART 2 – DETAILS OF INTERVENTIONS TO BE IMPLEMENTED IN RESPONSE

2.1 PUPIL(S) WHO HAS/HAVE BEEN BULLIED:
REFER TO LEVEL 1-4 INTERVENTIONS (NIABF)
OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

Provide outline details of the level and type of intervention with:

☐ peer group

☐ whole class

On-going support/monitoring to be provided _____ (daily, weekly)
by _____ (named staff) and will be formally reviewed by
_____ (date).

Has/have parent(s) been informed/involved?

Yes / No

(Give details)

Referral to other agencies if yes, please specify:

Any other details (please specify)

2.2 PUPIL(S) WHO HAS/HAVE BEEN DISPLAYING BULLYING BEHAVIOUR:
REFER TO LEVEL 1-4 INTERVENTIONS (NIABF)
OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

Provide outline details of the level and type of intervention with:

☐ peer group

☐ whole class

On-going support/monitoring to be provided _____ (daily, weekly)
by _____ (named staff) and will be formally reviewed by
_____ (date).

Has/have parent(s) been informed/involved?

Yes / No

(Give details)

Referral to other agencies if yes, please specify:

Any other ACTION (please specify)

☐ Suspension

☐ Expulsion

☐ Other (please specify)

PART 3 ON-GOING RECORD OF SUPPORT AND INTERVENTIONS
REFER TO NIABF LEVEL 1-4 INTERVENTIONS

Date	Details of intervention	Action required/taken (date and signed)
Name and designation of the teacher completing this form:		
Signed: _____ Date: _____		

PART 4 STATUS OF CONCERN

This concern is now resolved:

- ☐ Yes
- ☐ Copied to _____
- ☐ Filed (interventions complete, issue resolved, record uploaded to SIMS)

When concern is not resolved:

Further intervention required

- ☐ Review information and action to date
- ☐ Re-assess levels of interventions; implement other strategies from appropriate level
- ☐ Assign tasks, record and monitor as in Part 2 & 3.

Name and designation of the teacher completing this form:

Signed: _____

Date : _____

CARRICKMANNON PRIMARY SCHOOL
Think Time Discussion Sheet

Name:	Class:	Date:
This is what happened		
This is what I was thinking/feeling at the time		
This is what I chose to do		
Who was affected by what I did?		
How were they affected by my actions?		
What action(s) do I need to take now to make things better/right? 1. 2. 3.		
Signatures: Staff: _____ Pupil: _____ Date: _____		
Parents informed? YES/NO		



CARRICKMANNON PRIMARY SCHOOL
Bullying observation

Appendix 4a

Week 1

Name of pupils being observed _____

Class Teacher: _____ DT/DDT: _____

Name of Observer	Monday	Tuesday	Wednesday	Thursday	Friday



CARRICKMANNON PRIMARY SCHOOL
Bullying observation

Week 2

Name of pupils being observed: _____

Class Teacher: _____ DT/DDT: _____

Name of Observer	Monday	Tuesday	Wednesday	Thursday	Friday



CARRICKMANNON PRIMARY SCHOOL
Bullying observation

Week 3

Name of pupils being observed: _____

Class Teacher: _____ DT/DDT: _____

Name of Observer	Monday	Tuesday	Wednesday	Thursday	Friday

Appendix 5

'Effective responses to bullying behaviour' (NIABF, 2013)

Levels of Intervention

Levels suggested within this document are for guidance only, and schools are advised to consider a range of interventions from across all levels. It is important to remember that every bullying incident should be individually assessed and an intervention chosen which best meets the individual pupil needs.

Level 1 Intervention - Low Level Bullying Behaviour

Interventions at Level 1 are to help individuals to recognise/reflect on their unacceptable behaviour and to "get them back on track" while listening to and supporting/strengthening the pupil(s) experiencing bullying. **NEVER ignore low level bullying behaviour.**

Staff should;

- Explain the inappropriateness of the behaviour in line with the school's values.
- Identify possible consequences if the bullying behaviour continues.
- Point out the level of distress experienced by the bullied pupil.
- Talk with the pupil being bullied to explore whether he/she has in any way provoked the bullying behaviour.
- Help the bullied pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support.
- Encourage reparation to be made, if appropriate.
- Monitor the situation carefully.
- Be prepared to intervene with a higher response level if the situation persists or deteriorates.

Level 2 Interventions - Intermediate Level Bullying Behaviour

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

- The consent and involvement of the pupil being bullied.
- To be planned and timetabled, session length dependent on age and ability.
- Parental / carer consent and agreement from participating pupils.
- Carefully selected group membership.
- To take place in a suitable and comfortable environment.
- To be uninterrupted.
- To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.
- Decision and outcomes to be agreed and recorded, e.g. on a flipchart.

- To facilitate the development of empathy amongst pupils.
- A solution focused approach to the situation.
- To provide opportunities for pupils to take responsibility.
- Regular meetings of the group.
- Regular meetings with the bullied pupil to assess ongoing effectiveness of agreed actions.
- To ensure regular feedback is given on agreed actions.

Level 3 Interventions - Complex Bullying Behaviour

Interventions at Level 3 will often involve the Pastoral Coordinator, SENCO, and other senior managers, in collaboration with pupil(s) and parents to determine the way forward in affecting change. Schools may use their individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all.

This planning may occur through a multi-agency discussion, involving ELB Services and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently, interventions may require one-to-one meetings, small group work and whole class involvement. These will often require group interventions as discussed in Level 2 and/or The Method of Shared Concern (Pikas 2002), along with individual support and strength building programmes.

Level 4 Interventions - High Risk Bullying Behaviour

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's Child Protection Policy and safeguarding procedures will need to be invoked. Advice and support will be available to schools through the Child Protection Support Service for Schools.

In addition to safeguarding procedures and practices including referral to external support services, the school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.