

Dundela Infants' School and Nursery Unit



Anti-Bullying Policy

Reviewed September 2021

Introduction

At Dundela Infants' School and Nursery Unit, we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment and that all children should be celebrated in their diversity.

Our school community repudiates bullying behaviour of any kind, to any member of the school community, by any member of the school community.

This policy is informed by the guidance and procedures set out by: -

- 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

- Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
- Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2019)
 - 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)
- United Nations Convention on the Rights of the Child (UNCRC)

Aims of the Policy

This policy aims to:

- Protect and support any child who is experiencing bullying behaviour.
- Put in place strategies to assist the child displaying bullying behaviour, with the overall desire to change that behaviour.
- Maintain our ethos of openness, where pupils are listened to and their worries and feelings are taken seriously.
- Work in partnership with parents, creating open lines of communication.
- Develop whole school procedures to ensure the safety and wellbeing of all our pupils.
- Develop a whole school approach to raise awareness of bullying and educate our pupils on acceptable and unacceptable behaviours and good choices.
- Set down clear procedures to investigate and deal with incidents of bullying.

We believe in a society where bullying is unacceptable and where every child is safe and feels safe from bullying.

Consultation and Participation

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

What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 Definition of "Bullying":

"Bullying" includes (but is not limited to) the repeated use of: —

(a) any verbal, written or electronic communication,

(b) any other act ("act" includes omission),

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.

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. However, 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 incident 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.

Types of behaviour that, when repeated, may constitute 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

Omission (Exclusion)

- leaving someone out of a game
- refusing to include someone in group work

Electronic Acts

- using online platforms or other electronic communication to carry out many of the written acts noted above
- impersonating someone online to cause hurt
- sharing images (e.g. photographs or videos) online to embarrass someone

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

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

- Age
- Appearance
- Breakdown in peer relationships
- Community background
- Political affiliation
- 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 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 from DE Guidance.

In determining 'harm' we define:

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

Preventative Measures

Dundela Infants' School and Nursery Unit ensure a number of key actions that will be taken forward, with the aim of preventing bullying and creating a safe learning environment.

Examples of these include:

- 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/Circle time/class stories etc.
- Through the preventative curriculum actively promoting positive emotional health and wellbeing (e.g. mindfulness training, Yoga, Bounce Back Programme).
- Participation in the NIABF annual Anti-Bullying Week activities.
- Engagement in key national and regional campaigns, e.g. Safer Internet Day etc.
- Development of peer-led systems (e.g. School Council) to support the delivery and promotion of key anti-bullying messaging within the school.
- Development of effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches,

friendship stops) and provision of a variety of play option to meet the needs of all pupils.

- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- 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.
- 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.

Online Bullying

Dundela Infants' School and Nursery Unit will raise awareness of the nature and impact of online bullying and support their pupils to make use of the internet in a safe, responsible and respectful way. This will include:

- 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,) 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).

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 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 in Dundela Infants' School and Nursery Unit have the opportunity to discuss concerns with a member of staff that they trust, including teaching and non-teaching staff. Pupils are made aware that ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Through our preventative and Personal Development curriculum, and activities such as Circle Time, children are made aware of who they can go to if they have a concern or want to "get help" for themselves or someone else.

Pupils can report bullying concerns, including:

- Verbally- talking to a member of staff
- By writing a note to a member of staff (e.g. in a homework diary)
- By posting a comment/their name/symbol in our class 'worry box'

Parents/Carers Reporting a Concern

It is the responsibility of parents and carers to raise concerns about alleged bullying behaviour with the school at the earliest opportunity.

Parents/Carers need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

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

- 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 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.

While the majority of reports of bullying concerns will come from pupils and their parents/carers, the school will be open to receiving such reports from anyone.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and that feedback will be made to the person who made the report. 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

Using the NIABF Effective Responses to Bullying Behaviour resource(*Appendix 1*), the member of staff responsible shall...

- Clarify facts and perceptions
- Check records (SIMS/BMM)
- 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 not listed in the Effective Responses to Bullying Behaviour resource
- Track, monitor and record effectiveness of interventions
- Review outcome of interventions
- Select and implement further intentions as necessary

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 (see Positive Behaviour Policy).

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

Recording

The school will record centrally 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.

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

All 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 will inform both this policy and its procedures. CPD records will be kept and updated regularly. Opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching.

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

Monitoring and Evaluating

To monitor appropriately the effectiveness of the Anti-Bullying Policy, the Board of Governors shall:

- 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, on or before September 2025.

Appendix 1 Bullying Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

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, SIMS record.

Date	Information gathered	Location (stored)

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met: The school will treat any incident which meets these criteria as bullying behaviours.	
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

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.
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate .
Agreed by _____ Status _____ On ____/____/____	

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 bullying 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)
- Ability
- Pregnancy
- Race
- Not known
- Other _____

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

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:

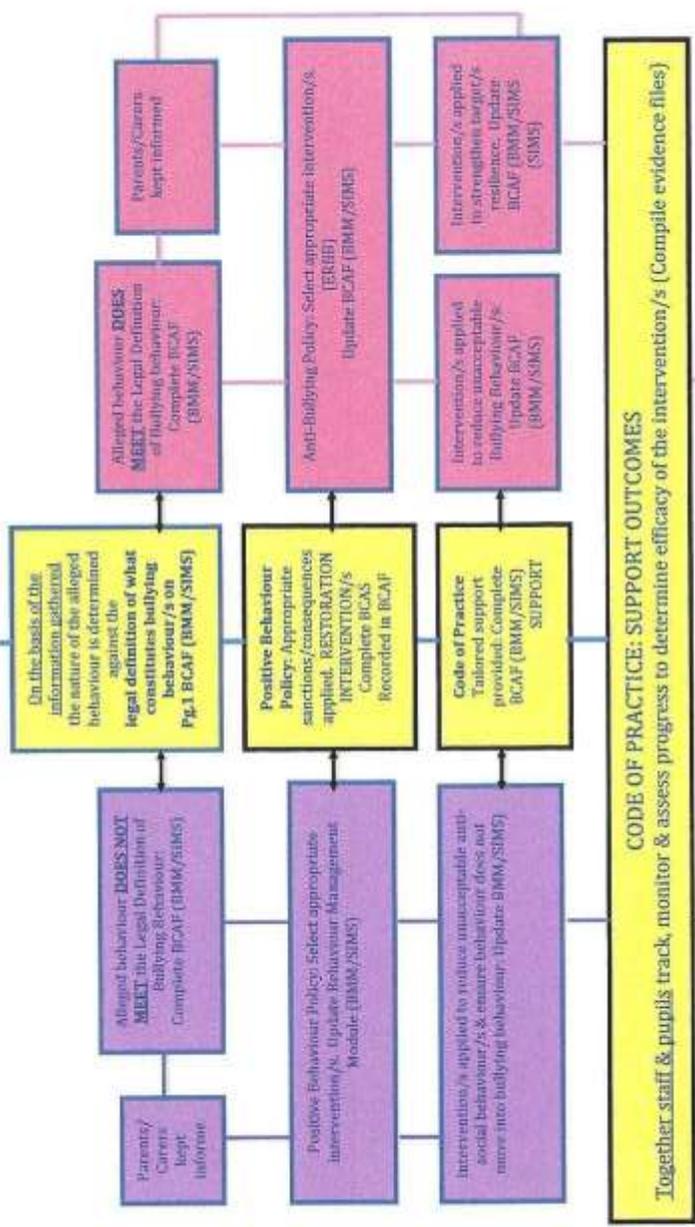
PROCESS TO FOLLOW WHEN SUPPORTING YOUNG PEOPLE WHO ARE EXPERIENCING OR DISPLAYING BULLYING TYPE BEHAVIOURS



Child Centred approach – Pupil and parent voice valued. Young Person and Parent/ Guardian engaged in the process

Ensure staff plan of action complies with relevant legislation and guidelines such as: The Children (NI) Order (1995), Data Protection Act (1998), Code of Practice (1996), Freedom of Information Act (2000), Pastoral Care in Schools: Promoting Positive Behaviour (2001), Welfare and Protection of Pupils ELB (NI) Order (2003), SENDO (2005), SENDO Act (NI) (2016), Addressing Bullying in schools Act (NI) (2016), Safeguarding and Child Protection in Schools: A Guide for Schools (2017), Guidance in the Use of SIMs (2017) GDPR (2018)

REFERRED THROUGH



Enhanced Accountability for BoG, schools and supporting agencies to work with appropriate multi-disciplinary team to identify & address need

