

Anti- Bullying Policy

Reviewed November 2022

We are a school committed to promoting the rights of our children as per the UNICEF Rights Respecting Schools programme. Our work in this aspect of school life promotes the following articles:

Article 14 -We have the right to think and believe what we want as long as we are not stopping others from enjoying their rights.

Article 15- We have the right to choose our own friends as long as we are not harming others.

Article 17- We have the right to get information that is important to our well-being.

Article 23- We have the right to special care if we have a disability.

Article 30 - We have the right to expect respect for our diverse cultures.

Introduction

This policy has been reviewed following ongoing involvement of pupils, parents, teachers and all other staff in the school including governors.

We are a UNICEF Rights Respecting School and believe that everyone has a right to have his or her voice heard (Article 12 UN Convention on the Rights of the Child). This has helped us to grow together in our understanding of the complexities surrounding 'bullying' and how we might best strive to minimise its occurrence and address instances of it effectively. We believe that all pupils have the right to learn in a safe and supported environment. As a school community we repudiate bullying behaviour of any kind, to any member of the school community, by any member of the school community.

As a school community we have worked very hard in developing a strong anti-bullying culture within our school. When reviewing our policy, we wanted to make sure that the whole school community was in agreement with what constitutes 'bullying behaviour' and the procedures to follow if it does occur.

Context

Legislative, international and guidance context:

The following documents have been used for guidance in devising this policy:

- 'The Addressing Bullying in Schools Act' NI 2016
- Health and Safety at Work NI order 1978
- The Children (Northern Ireland) Order 1995
- The Education (Northern Ireland (Order 1998 Article 3)- see DE 1998/25
- The Education (2006 order) (commencement no.2) Order (Northern Ireland) 2007
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- United Nations Convention on the Rights of the Child (1992)
- Race Relations (NI) Order 1997
- The Northern Ireland Act 1998
- The Human Rights Act 1998
- 'Pastoral care in schools - Child Protection' DE 1999
- NIABF: Effective Responses to Bullying Behaviour- Revised Jan 22 (DE/EA/NIABF)

- DENI 2001 Pastoral care for schools: Promoting positive Behaviour
 - DENI circular 2003/13 'Welfare & Protection of Pupils' Education & Libraries NI Order.
 - DENI guidance on Cyber bullying
 - NICCY 'Having Your Say In Bullying Policies'
 - Criminal Justice (No. 2) (NI) Order 2004
-
- Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)
 - 2016/26 Effective Educational Uses of Mobile Digital Devices
 - 2016/27 Online Safety
 - Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors 2019
 - 2017/04 Safeguarding and Child Protection - A Guide for Schools
 - Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)
 - Inspection and Self Evaluation Framework ETI 2017
 - United Nations Convention on the Rights of the Child (UNCRC)

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 (eg. school trip)
- When receiving education organised by school but happening elsewhere (eg. in another school/swimming pool)
- 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)
- Consult with registered pupils on the general principles which will be reflected in the school's discipline policy (Article 19:13 & 14)

The order requires the principal to:

- Include measures to prevent bullying among pupils (Article 19:14)
- Consult with pupils registered at the school and their parents before deciding on measure to encourage good behaviour (Article 19:14)

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)

Links with other school policies:

The Anti- bullying policy has close links with the following policies/ schemes of work:

- Child Protection & Safeguarding
- Special Educational Needs Policy
- Safe Use of the Internet
- Promoting Positive Behaviour
- RSE Policy
- Grow in Love and Flourish programmes
- Circle Time
- Personal Development and Mutual Understanding work.
- Settling in policy for Newcomer pupils

- Policy for meeting the needs of pupils on the Dyslexic Spectrum
- Playground Policy

The ethos of St Clare's Abbey

As a school we are working collaboratively and with great commitment to generate a child and Christ centred ethos. Our Mission statement and school aims show how we want our community to be.

Our school mission statement:

Within St Clare's Abbey we are guided in our thoughts, words and actions by the values of our founders; Blessed Edmund Rice, Saint Clare and Saint Francis who devoted their lives to sharing God's love with others through their dedicated and joyful service.

In our efforts to keep their mission alive in 21st century Ireland we encourage everyone in our school to:

- Love God
- Love each other &
- Love learning

School aims:

We will work with our parents and the wider community to help all in St Clare's Abbey develop:

- A sense of how precious we are and of God's great love for us.
- The social skills and moral attributes required to contribute positively to our community.
- A true love for learning that will help each of us achieve our full potential.

The above statements, which guide the work of all in St Clare's Abbey, clearly indicate our commitment to promoting harmonious relationships. We feel that our anti-bullying strategies sit easily within the spiritual context that we are striving to create in St Clare's Abbey.

The policy formulation context:

In St. Clare's Abbey we believe that everyone has a responsibility for creating a safe and supportive learning environment for all members of the school community. We believe that to successfully deal with bullying issues it is crucial:

- 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.

We feel that we now have commitment to a shared approach centred round a two-pronged way forward, focusing on proactively developing:

1.A strong anti- bullying culture that complements our school ethos fully.

2.Effective responses to bullying behaviours when they do arise based around the 3 principles of: RESPONDING to the bullying behaviour that has taken place, RESOLVING the concern and RESTORING the well-being of all involved.

It has taken a lot of work to develop this shared approach and SLT are keenly aware that there needs to be constant revisiting to ensure that staff, parents and pupils retain their shared perspective. Our policy and procedures will not be effective without 'buy in' from all stakeholders.

Consultation and Participation

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

When reviewing our policy, we 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:

- The outcome of an audit undertaken by pupils (Anti-Bullying week Nov 2022. See appendix 1)
- Feedback from the pupils from school council (see definitions of bullying by pupils appendix 2)
- A consultative workshop with parents (16th Nov 2022 - Anti-Bullying week)
- Discussion with the teaching staff (14th Nov 22) and focus group of non-teaching staff (16th Nov 22)
- Creation of a reference group of pupils -Anti Bullying Ambassadors (nominated by peers in Term 1)

Policy Proper

What is bullying?

Definition: A huge difficulty for us in St Clare's Abbey is the inaccurate use of the term 'bullying.' Frequently when two friends have had a disagreement one will inform a teacher/parent/assistant that he/ she is being bullied. The difficulty for the adults trying to deal with the relentless use of the term is that it detracts from genuine bullying incidents that may be emerging. Therefore, having recognised this as an issue staff raise awareness among pupils as to what actually constitutes bullying and how it is different from one off instances of unkind/hurtful behaviour.

The legal definition of bullying for Northern Ireland as outlined in the 2016 act:

- (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 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.

Through class-based activities, where each child had a voice, our pupils agreed their own child friendly interpretation of the legal definition:

Someone is displaying bullying behaviour when he/she/they:

- *Say or do things to you that are not nice.*
- *Do these things to you again and again.*
- *Do these things deliberately to cause hurt, harm or to affect your rights and needs.*
- *Make you feel weak, lonely and scared.*

Sometimes incidents will occur which are incidents of unacceptable behaviour. These will be dealt with in accordance with our school's Positive Behaviour Policy.

In St Clare's Abbey Primary School our Safeguarding team will collectively make the decision as to whether an incident is defined as bullying (with reference to the legislation and our school's definition) or whether it should be dealt with using our Promoting Positive Behaviour policy.

While bullying is usually repeated behaviour, there are instances of one-off incidents that St. Clare's Abbey 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

The seriousness of bullying can only be measured by the degree of distress suffered by the target.

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:

PHYSICAL ACTS

- Hitting
- Pushing
- Kicking
- Shoving
- Material harm, such as taking/stealing money or possessions or causing damage to possessions.

VERBAL/WRITTEN ACTS

- Saying mean and hurtful thing 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 other pupils

EMOTIONAL ACTS

- exclusion/shunning others from group activity/social setting or play.
- belittling another's abilities or achievements, mobbing the individual.
- menacing looks, stares, rude signs or gestures, negative body language.

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

OMISSION/EXCLUSION

Includes-

- Leaving someone out of a game
- Refusing to include someone in group work

It should be stressed that the above list is not exhaustive and that other behaviours which fit with the definition may be considered bullying behaviour.

In some very serious instances, as previously discussed, a single episode or event may be deemed as a bullying incident.

Motivation behind bullying:

The Addressing Bullying in Schools Act (NI) 2016 names the various motivations behind bullying. These can be used to indicate intent and include, but are not limited to:

- Disability/SEN
- Community background/Family status
- Gender
- Sexual Orientation
- Ability
- Appearance
- Breakdown in peer relationships
- Race
- Religion

Using the correct language when addressing 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:

- displaying bullying behaviours
- experiencing bullying behaviours

We encourage all members of the school community to use this language when discussing bullying incidents.

Harm

In determining harm, we embrace the definitions of emotional and physical harm which are set out in the DE Guidance.

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.

Developing and sustaining a strong Anti-bullying culture that complements our school ethos fully/ Our preventative curriculum:

Following the adage that 'prevention is better than cure,' we put great effort into developing a strong anti-bullying culture within our school. Some of the contexts, which we use, are outlined in the Audit tool - Appendix 1

Responsibility.

Everyone in the school community including pupils, parents/carers and staff 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 other in a mutually respectful way
- Model high standards of personal pro-social behaviour
- Be alert to signs of distress and other possible indicators 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

Pupil - Pupils in our school are encouraged to 'get help' if they feel unsafe. Pupils reporting a bullying concern should report to **any** chosen member of staff.

Parents/Carers - parents are encouraged to report concerns about alleged bullying behaviour with the school at the earliest opportunity. We ask parents to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

Parents/carers should report their concerns to the class teacher in the first instance.

Where the parent/carer is not satisfied - or where further instances have taken place they should report to Mrs Monaghan/Mrs Donnelly.

Where the parent/carer is not satisfied that appropriate action has been taken by Principal or Vice Principal, or where further incidents have taken place, the school's complaints procedure should be followed.

As a school we recognise that reports of bullying concerns may come from anyone and we are open to receiving these.

All reports will be responded to in line with this policy (this will include recording).

Feedback will be made to the person who made the report. 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.

Developing shared and effective responses to bullying concerns.

As a school, and in line with NIABF guidance, we operate a restorative approach to any incidents of bullying in our school. We strive to maintain a positive relationship with all children involved as we know pupils are more likely to modify their behaviour if they perceive that the adults care. The focus of any interventions must be on responding to the bullying concern and restoring the wellbeing of those involved. As such, our strategies for responding to bullying concerns concentrate on the prevention of further incidents.

Prior to action:

Bullying concerns are reported to schools often by parents/carers. Such reports should be met openly and sympathetically. When a parent/carer contacts the school to report a bullying concern, staff should consider the following:

- Effective communication between school and home is essential to ensure that any bullying concerns are resolved as quickly and effectively as possible.
- Remember that this can be an upsetting and stressful experience for the parent/carers of all the pupils involved.
- Remain understanding if the parent/carer expresses anger directed at the school.
- Try to get clear facts from the parent/carer but do not cross-examine or emphasise inconsistencies in their version of events.
- Tell the parent/carer that you will need time (be specific) to gather information and that you will keep them informed.
- Ensure that you have already gathered as much reliable information as possible and apply the full criteria to be clear whether the behaviour does or does not meet the legal definition and the school's user-friendly policy statement.
- Ensure that the parents/carers understand how their child's behaviour does or does not conform to the legal definition of bullying.

- Share your concern about what has been happening to the child experiencing bullying.
- Avoid suggesting character of their child is at fault. Emphasise that it is aspects of their child's behaviour that must change. Refer to their child's positive qualities.
- Make it clear that you care and will do what you can and will act in accordance with the school's Anti-Bullying Policy.
- Remind parents/carers that the only information that can be shared with them is information regarding their own child. No information regarding action taken in relation to another child can be shared with any other parent/carer (refer parents to the NIABF website for supportive materials).
- It is important to ensure that **ACTION** will be taken under the school's Positive Behaviour Policy if socially unacceptable behaviour has occurred or alternatively under the school's Anti-Bullying Policy if the legal criteria has been fully met and bullying behaviour has occurred.

Action:

- The first step is to establish that 'it is' bullying as per the school's agreed definition. If it is not and is considered to be 'socially un-acceptable behaviour' and is better addressed through the school's Promoting Positive Behaviour policy we will explain this calmly to all parties, referring to the fact that socially unacceptable behaviour is not tolerated but the means for addressing it are somewhat different***** (NB This is difficult so all staff should feel free to contact Mrs Donnelly or Mrs Monaghan for assistance.)

Instances of socially unacceptable behaviour, brought to a teacher's attention by a child's parents, which are not deemed to be bullying will be recorded in the teacher's 'Parental Communication File.' This will enable staff to refer back to

such incidents in the event of a picture of bullying starting to build up at a later date. It is important that instances shared with class teacher which parents deem to be bullying are referred to Mrs Monaghan or Mrs Donnelly for further investigation. This handover should be referenced in the class teacher's parental communication folder on that child.

- Implement NIABF Effective Responses to Bullying Behaviour resource, 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

<https://www.eani.org.uk/school-management/policies-and-guidance/addressing-bullying-in-schools-act-2016/effective-responses>

Recording

- **Having established that the matter 'is' bullying** records of the incident will be kept on SIMS Behaviour Management Module (BCAF Bullying Concern Assessment Form- see attached appendix 3) 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. Records will be retained in line with relevant data protection legislation and guidance and will be disposed of in line with the Retention and Disposal of Documents guidance. 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

As a school community we recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff.

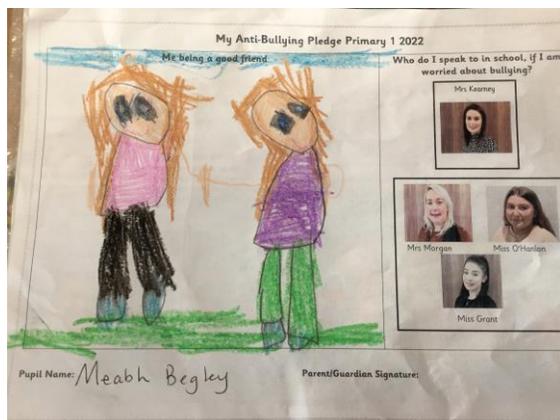
- * We are committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
- * We regularly note the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
- * We ensure that opportunities for safeguarding training are afforded to Governors and all staff - teaching and non-teaching
- * CPD records will be maintained

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, on or before the November 2026. It will also be reviewed as new documentation is issued or after a significant incident. It is also revisited by Principal and VP each year during Anti-Bullying week.



Appendix 1:

Overview of engagement undertaken with pupils and parents.

All staff were determined that this anti-bullying policy would be very much the outcome of combined pupil, parent and staff input.

Pupils were consulted re their perceptions of bullying and were invited to have an input into our policy. Initially one meeting with pupils was planned on the 24-3-22 but such was their level of interest and engagement that another meeting was required and this took place on 31-3-22. The pupils were open and honest and were particularly interested in the range of interventions which could be used to address the various needs of pupils experiencing bullying or pupils displaying bullying behaviour. They were also keen to discuss how bullying which has taken place outside of school and made its way into school is dealt and whose responsibility it was to deal with the fall out. Further consultation took place in November 2022 as part of our review procedures.

B. Involving our parents:

It was very important that parents should have an input into our policy so that they could be confident in relation to the procedures within St Clare's Abbey for responding effectively within this extremely emotive area. A parents' group met on 24th November 2021 to have input into the initial draft of the policy and again in November 2022 as part of our review process. Both meetings were extremely beneficial experiences for all involved and the parents who participated represented a cross section of the school community experience. The parents were there to ensure that robust strategies exist within St Clare's Abbey to help reduce the occurrence of bullying and to deal with it if/when it arises. The parents felt that the policy was very reassuring and were keen to emphasise that they felt uplifted in the knowledge that so much was being done to ensure their children were happy and safe. They suggested that a Flow Chart would be very helpful as a quick guide. This can be found in Appendix 6.

<https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=qm15oi4M4gDKqfezojA46Hizh7FgnV3k&id=-yeCOETeDkaBkAVAK4mNqPzyZB460mJNv2oTd0YEHqdUOVJMWTVWMDJSSTc2RVRIMVdLSVpZWEhXSi4u>

A survey of our school policy and practice was posted for ALL parents to complete through our online platform, SEESAW. This helped to inform the way forward.

<https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=jBiLvx2IHrY8eKtfgtX7hETj2Ak6ozEM&id=-yeCOETeDkaBkAVAK4mNqPzyZB460mJNv2oTd0YEHqdUMkxBWjFMT1IYT0pNSVQ2VUk3Q1Q0MFVRVC4u>

Following on from this we created a video to share with our parents to help them, along with their children, gain a greater understanding of bullying behaviour and the school's policy for dealing with such behaviour.

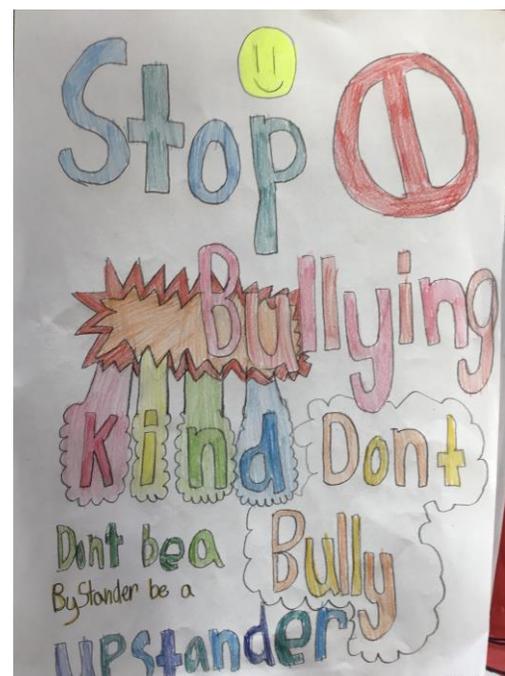


November 2022

This survey provides an honest and realistic snapshot of children's feelings and opinions. It was completed prior to a week long focus on bullying behaviour and reflects, in our opinion, a recognition that much work needed to be done in this area to aid children in their understanding of our school definition.

P2 - P7 Anti-Bullying Survey

| | | Yes | No | Number Of pupils |
|----|---|-----|-----|------------------|
| 1. | I enjoy being in school | 250 | 17 | 269 |
| 2. | I feel safe in school | 261 | 8 | 269 |
| 3. | Pupils are kind and helpful | 260 | 9 | 269 |
| 4. | If I felt unsafe, I would tell an adult | 263 | 6 | 269 |
| 5. | Do you know what bullying is? | 263 | 6 | 269 |
| 6. | Have you ever bullied anyone? | 22 | 247 | 269 |
| 7. | Has anyone bullied you in school since our return in September? | 37 | 232 | 269 |



Appendix 2: Pupils' definitions of bullying.

During Anti-Bullying Week (15th - 19th November 2021) our pupils discussed the issue of Bullying and were tasked with coming up with their own class definition. We used these to feed into our agreed school definition.

A bully constantly hurts you, physically, mentally or emotionally.

A bully is someone who purposely and constantly hurts your body or feelings by threatening you or hurting you, or making you feel small, weak and isolated.

Bullying is when someone or a group keep on doing things on purpose to hurt someone's body or feelings, through actions or words.

Bullying is hurting someone's feelings every day, constantly calling you names and repeating meant things.

Bullying is when someone says something that isn't nice or does something that isn't nice to you every day or lots of days.

Bullying is when someone calls you names, hurts your feelings or hurts you. They do this more than once and on purpose.

Bullying is teasing people all the time.

Bullying is constantly and deliberately picking on someone and hurting them physically or emotionally.

Bullying is pushing, calling you names, hitting you, leaving you out lots of times. A bully does these things on purpose.

We have no doubt that over time when we review this policy and work through the 2016 Act, thoughts may change and new definitions may emerge.

We advise our pupils not to be on sites like Face book (Legal age is 13 years for Facebook use.) or sites similar to it.

The procedures taken to address cyber bullying will be exactly the same as for other non- cyber bullying. Please refer to the remainder of this policy for details.

Appendix 3- Agreed formats to be used for recording bullying incidents.

Bullying Concern 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

| | |
|--|----------|
| <p>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.</p> | |
| 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 |

| | |
|--|---|
| <p>YES the above criteria have been met and bullying behaviour has occurred.</p> | <p>NO the above criterial have not been met and bullying behaviour has not occurred.</p> |
| <p>The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form</p> | <p>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.</p> |
| <p>Agreed by _____</p> <p>Status _____</p> <p>On ____/____/____</p> | |

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
- Breakdown in peer relationships
- 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 |
|------|---------------------------|--------------|------------------|-------------------------------|--------------------------|--------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

| | |
|--|-------|
| Record of participation in planning for interventions | |
| Pupil: | |
| Parent/carer: | |
| Part 3b | |
| Other Agencies: | |
| Continue to track 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: |

Appendix 4 – Preventative Curriculum Proforma



EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR: HOLISTIC APPROACHES- Nov 22- position.

Whole school preventative measure should already be established and reviewed. The following should be considered across all levels of intervention.

Whole School Interventions

| | |
|-----------------------------|---|
| Improve School Ethos | <p>Our School Ethos was established in 2014 when St Clare's Abbey was created. The whole school community was involved in this and it guided everything that we became as a school. It is a very real visionary framework and its most relevant reminders for us are: <i>The School Motto- 'Loving God, Loving Others and Loving learning-Amor Dei, Aliorum, Literarumque & The School Code</i> in which we outline the 6 qualities that everyone in St Clare's Abbey strives to reflect. These two omnipresent and constantly used reminders of the ethos and what it looks like in action, ensure that we are truly guided by it (adults and children alike.) Now 8 years later and with a lot of staff changes, we are faced with the realisation that some of our community do not have the same connection to the broader elements of our ethos, e.g. our aims and mission statement and whilst we try to provide an overview when new staff and pupils join us, we need to be mindful of the fact that we cannot assume that everyone is on the same page and that perhaps we need to do some more explicit revisiting of the whole school visionary framework at key points in the school year, to supplement the regular reminders outlined above.</p> |
|-----------------------------|---|

| | |
|---|--|
| <p>Anti-Bullying and Positive Behaviour Policies</p> | <p>The Anti Bullying policy whole school review was undertaken in Term 1 22/23 school year. It involved: Pupil/ Parent/ Ancillary staff & Teaching staff working groups. It was a comprehensive and lengthy piece of work. The direction and pace were dictated by the insights gained from an audit issued in term 1 22/23 under the guidance of the newly appointed VP- Mrs Donnelly. At the beginning of each school year each class focuses on our School Code and how this manifests itself in the behaviour of the children within the class and in the yard. During Anti Bullying week this is revisited as well as a focus on each children creating an anti-bullying pledge for the upcoming year.</p> <p>Policy for Promoting Positive Behaviour is due to be reviewed in a similarly holistic manner in Term 2 of the 22/23 school yar., again led by Mrs Donnelly. The work on this will sit very well against the long awaited, Nurturing Schools work that we are embarking upon given that we have been granted a DE funded 'Nurture Classroom'. This will be a full year's work as we implement our UK Nurturing training and integrate it with our existing practice.</p> |
| <p>PDMU/LLW</p> | <p>PDMU- We are currently in year 3 of the School Development Plan and the development of quality provision in PDMU has been a key target throughout that time, identified as such by audits that we undertook with parents, staff and pupils following our first experience of Covid Closure. Since that we have worked through the NIC PDMU curriculum auditing provision across each key stage at set points to identify gaps and establish how best to address these. Our PDMU teaching is woven throughout the curriculum but teachers' assessment of its delivery and impact has become much more explicit. Our work featured in EA High 5 publication. We are in the final stages of ensuring that every aspect of PDMU as per NIC is being taught and have been working on this throughout term 1 of 22/23- that last piece has linked very well with the RSE programme and aspects</p> |

| | |
|-----------------------------------|--|
| | <p>of our WAU curriculum. A detailed policy and scheme of work for PDMU now exists in our school and it has been created collaboratively across all year groups.</p> |
| <p>Thematic Responses</p> | <p>As part of the WAU and Play based learning policies and schemes of work we have moved away from a 'thematic' approach to teaching and learning, choosing instead to be guided by the skills and learning intentions identified in the NIC. This has been a target in our SDP and has created a significant change in mindset among our staff. We have been asked to share our approach at a conference in the 21/22 school year. Therefore, it would not be accurate to say that our PDMU and Pastoral work is delivered via thematic approaches, whilst we had been doing that in bygone years it had resulted in lots of the NIC not being covered as we were busy pursuing all the connected activities related to the theme, rather than the actual LIs stipulated in the curriculum. Now our approach is more systematic and is woven through our teaching across the curriculum.</p> <p>That said, we do however place huge value on designated opportunities across the school year eg Catholic Schools Week/ Anti Bullying week to really emphasise the message in a focussed, whole school way. As part of our Nurture class status, we will use the framework of Nurture UK to identify further key days/ dates that we should incorporate into our school calendar to keep the messages fresh and alive.</p> |
| <p>Targeted Assemblies</p> | <ol style="list-style-type: none"> 1. We have a busy calendar of guest speakers who participate in our weekly assemblies to address key pastoral issues. 2. Additionally we present assemblies related to key calendar themes eg anti-bullying week- these are prepared by relevant pupil groups e.g. Anti Bullying Ambassadors, Digital leaders, Rights Respecting Schools group and emphasise pastoral messages from the pupil perspective. 3. Finally every week a key component of our school assembly is the 'Cracking the |

| | |
|---------------------------------|---|
| | <p>code award'. Each week each teacher nominates a child who has worked hard to embody the qualities outlined in our school code. The fact that this happens every single week and really means something to the children right across the school, ensures that a positive pastoral message is being delivered regularly re the pastoral and social responsibility of every child in our school.</p> |
| Inclusion Noticeboard | <p>We have an anti-bullying notice board which is refreshed annually during anti bullying week. Teachers take their children down to discuss the content. It reinforces the messages of the 'Code' notice boards around the school and the 'Cracking the code' and 'Rights Respecting' sections of the website.</p> <p>We could do more work on ensuring that there are inclusion notice boards in each classes.</p> |
| E-safety Training | <p>This is a strength in our school- we have been twice awarded the prestigious 360 E Safety award from Norwich University. A comprehensive training and awareness programme is required to achieve this. We have an E Safety committee comprising of Governor, teachers, pupil, parents and ancillary staff representatives, Discussion of E Safety is addressed annually at BOG meetings and a monthly E Safety newsletter is sent to our families which serves to keep them informed re ever developing E Safety risks of which they need to be aware to keep their children safe.</p> |
| Supervision Arrangements | <p>During Covid, when we had class bubbles, we discovered that the instances of mean and bullying type behaviours reduced as pupils were playing in smaller groups at lunch and break time and were supervised by their own classroom assistant. This worked so well that once life started to return to normal we decided to keep the system in place. It required huge reorganisation of the school day to include 3 separate lunch and break times for staff and pupils, allowing each class its own designated play space. However pastorally it has had huge impact, and whilst it</p> |

| | |
|---------------------------|--|
| | <p>can be challenging if there are staff absences, we are committed to keeping this procedure in place. We also provide supervision on school transport (bus) to offset any concerns in this area. Similarly, teachers walk their pupils to the school gates at the end of the school day (P4-P7) to be met by parents.</p> |
| School Council Activities | <p>Previously, the school council had not played a key role in the anti-bullying work of the school. Their remit was related predominantly to the social mission of our school in terms of charity work. This year we decided to use them in addition to the Anti-Bullying Ambassadors to be the pupil voice when we were reworking our Anti Bullying policy. They were excellent and showed how difficult it is for children to appreciate the translation of the bullying definition into practice.</p> |
| Parent/Carer Workshop | <p>Our parents were asked to participate in a consultative body and we had a very productive group which really challenged how we were disseminating the anti-bullying message to our school community. As a result, we put amended procedures in place which we would not have identified ourselves. We have created a virtual workshop that we asked each family to work through at home (parents and children together). This comprised of a digital recording which explained the policy and a host of scenario which families worked through together to assess their understanding of how the policy looks in practice. This is a great resource and we will repost it at a later point in the year to keep the understanding 'fresh.'</p> |

CLASS/GROUP INTERVENTIONS

| | |
|-------------|---|
| Circle Time | <p>We did a comprehensive training programme in this as part of our PDMU development work 2 years ago. Staff were very enthusiastic and committed well. Most recent monitoring has shown that it is not being used consistently. We have to renew the commitment.</p> |
|-------------|---|

| | |
|---|--|
| <p>Social Skills Training</p> | <p>We are a silver standard Rights Respecting School- as part of that we have done a lot of work on the rights and responsibilities that we all have in our school. The Rights Respecting Schools Award. The award recognises achievement in putting the UN Convention on the Rights of the Child (UNCRC) at the heart of a school's practice to improve well-being and help all children realise their potential. The award is based on the principles of equality, dignity, respect, non-discrimination and participation. A designated section on the school website to depict the work undertaken by the Rights Respecting Steering Group promoting equality, dignity, respect, non-discrimination and participation for all pupils and staff.</p> <p>Added to this we have done a lot of work in school to help pupils manage emotional dysregulation, which often plays a key part in unkind/ bullying type behaviours- Calm Plan, Relax Kids, Sunshine Room, Art therapy and Counselling sessions. We have overhauled our approach to Play Based Learning to enhance the development of social skills in our youngest and frequently most struggling pupils..</p> |
| <p>Designated Supportive Audit</p> | <p>We have very clear safeguarding team displays across the school. These have been posted in Oct 22 following class visits from DT to each class to establish that children knew who the members were. Those visits had shown that this was an area in need of refreshed knowledge. We need to keep on top of this.</p> |
| <p>Peer Support</p> | <p>The anti -bullying ambassadors are a well mentored little group this year and this facilitates them in having a real role and several opportunities across the year for keeping the messages and understanding alive. In previous years, especially during covid, their role was quite tokenistic and usually they had a role only during anti-bullying week.</p> <p>The Pupil Leadership Team pastoral programme implemented with P7 pupils is a fantastic programme in our school- it comprises of pupils being allocated on a termly basis to a variety of roles which form a mid -way tier between staff and</p> |

| | |
|----------------|---|
| | pupils, through which the P7s genuinely help support our various pastoral arrangements. |
| Bystander Role | This message was very strong in our previous work on Anti Bullying week- with the new guidance, I feel that it has diminished somewhat. It is very important that we revisit this with AB ambassadors as the year unfolds and our most recent messages have embedded. |

Appendix 5

Dealing with a bullying incident.

Staff will adopt a positive mind-set when responding to a bullying concern.

They will be prepared with options on how to respond to incidents of bullying in a planned, deliberate and positive way.

We, as the adults managing the situation, will follow 3 courses of action to repair the damage:

1. We will help **the child who has experienced bullying behaviour** to emerge from his/her dreadful experience with coping strategies and resilience to ensure that he/she can move away from the perception of him/herself as victim and move forward resiliently. We will strive to ensure that he/she feels listened to and supported.

Our programme for working with this child will involve showing him/her how to:

- *Stand up for him/herself by finding ways to tell the person displaying bullying behaviour to stop.*
- *Find company among people who will treat him/her well.*
- *Seek help if he/she can't get the person displaying bullying behaviour to stop.*
- *Recognise fully that the person displaying bullying behaviour bully is at fault, not him/her.*

We will also invest hugely in assuring the pupil of the steps we will take to ensure that the bullying stops.

2. We will work with **the child who has displayed bullying behaviour** in a way that will lead to him/her changing how he/she treats people. Confronting pupils who display bullying behaviour requires a high amount of self-

control as well as preparation to know what to say and do. The following are important factors when working with a child who has displayed bullying behaviour. We will:

- **Be calm**- it is important to be clear thinking and emotionally in control.
- **Be positive** - have in mind the importance of maintaining a positive relationship with the pupil. A pupil is much more likely to modify his/her behaviour if he/she sees that a teacher cares.
- **Be assertive** - Staff should directly and clearly express their thoughts, feelings and expectations concerning the need for child who has displayed bullying behaviour to not only stop bullying but also make restitution with the child who has been bullied.
- **Be confident** - It is important to trust that you will be successful in implementing practices that can have an impact on the pupil's future behaviour.

Our programme for working with this child will involve showing him/her how to:

- *Truly think about how he/she has made the other person feel*
- *Put him/herself in their shoes*
- *Try to figure out why he/she behaved this way*
- *Think about how he/she can truly make things better*

We will also establish what sanctions need to be part of the restitution made by the child who has displayed bullying behaviour.

We, as a school, feel that it is important to also address the behaviour of **bystanders**, pupils who may have passively watched someone display bullying behaviour when they could have done something to stop it.

Our programme for working with this child will involve showing him/her how to:

- *Listen to his/her conscience. We will encourage him/her to always ask, 'Is this how we should treat others?'*
- *Show courage and stand up for the victim, by refusing to take part*
- *Try to urge others to follow the right path*
- *Identify when the matter has grown bigger than what we could expect children to be able to handle and to know when is the right time to 'Get Help' or 'Tell.'*
- *Support the child who has been on the receiving end of bullying behaviour after the matter has been resolved by, showing him/her that he/she is not alone.*
- *Be an 'Upstander' not a 'Bystander' at all times*

We will address the three courses of action choosing an appropriate intervention copy from NIABF- Level 1-4 and our main aim will be to Respond Resolve Restore.

On occasion we may need to move beyond NIABF and adopt a multi-disciplinary approach using:

1. Educational agencies

- Child Protection Services,
- Education Welfare Services,
- EA Special Education,
- EA Pupil Personal Development Services,
- EA Behaviour Support Team,
- EA Educational Psychology

2. Agencies beyond education

- Gateway team - Health & social Care Trust (Child Protection)
- GP Child and Adolescent Mental Health Services (CAMHS)
- PSNI

Staff will respond to NIABF categorisation of:

Level 1 - refers to '**Low Level Bullying Behaviours**' which should be resolved by the class teacher with some guidance from Mrs Doherty, Mrs Donnelly and Mrs Monaghan- Parents will be notified of what has happened.

Level 2 - refers to '**Intermediate Level Bullying Behaviour**' which should be resolved by Mrs Doherty/Mrs Donnelly/ Mrs Monaghan with the class teacher. Parents will be involved to a greater extent in finding a solution.

Level 3 - refers to '**Complex Bullying Behaviours**' which will lead to the child who has bullied being placed on the SEN register and having a Behaviour Support Plan implemented. Support will be sought from EA agencies as listed in 12 above. A solution for a child at this level will require a sustained intervention programme involving parents, class teacher, classroom assistant and either Mrs Doherty/Mrs Donnelly or Mrs Monaghan in conjunction with Mrs Toner (SENCO)

Level 4- refers to '**High risk bullying behaviours**' will involve significant threat to the safety and welfare of the other pupil (s) involved. Such severe bullying concerns may be new or may have proved resistant to earlier interventions. These will necessitate the school invoking its Child Safeguarding Policy and Procedures. The solution will involve parents, class teacher, Senior Leadership and the Board of Governors working with external agencies beyond the immediate remit of Education e.g. Health/Social Services/ PSNI.

Appendix 6.

Dealing with a Bullying Concern Flowchart: An Overview of the Processes Involved

11

