

St. Patrick's Primary School



Anti - Bullying Policy

(Based on consultation with all staff, parents and pupils.)

Ratified by the Board of Governors on Thursday, 31st March, 2022.

Next Review Date: Spring, 2026.

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Introductory Statement

In Saint Patrick's Primary School, Eskra we are committed to providing a caring and safe environment where every pupil is valued and supported and where all our pupils can reach their full potential.

We believe that all forms of bullying are unacceptable and that all pupils have the right to learn in a safe and supported environment.

We aim within our school to:

- ✚ Recognise bullying behaviour.
- ✚ Develop an anti - bullying culture consistent with its positive ethos, Pastoral Care Policy, Special Educational Needs Policy, Child Protection And Safeguarding Policy, Health Education Policy, our whole-school policy on Promoting Positive Behaviour and other associated policies.
- ✚ Develop and implement practices, which prevent or provide appropriate intervention in dealing with bullying.
- ✚ Demonstrate a no tolerance approach to bullying of any kind, among staff, staff and pupils or pupils themselves.

Context

This policy is informed and guided by current legislation and DE guidance listed below:

The Legislative Context:

- ✚ [The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)
- ✚ [The Education and Libraries Order \(Northern Ireland\) 2003 \(A17-19\)](#)
- ✚ [The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)
- ✚ [The Children \(Northern Ireland\) Order 1995](#)
- ✚ [The Human Rights Act 1998](#)
- ✚ [The Health and Safety at Work Order \(Northern Ireland\) 1978](#)

The Policy & Guidance Context

- ✚ The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- ✚ [Pastoral Care in School: Promoting Positive Behaviour \(DE, 2001\)](#)
- ✚ [Safeguarding and Child Protection in Schools: A Guide for Schools \(DE, 2017\)](#)

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- ✚ [Co-operating to Safeguard Children and Young People in Northern Ireland \(Dept. of Health, Social Services and Public Safety, 2016\)](#)
- ✚ [Safeguarding Board for Northern Ireland Policies and Procedures \(SBNI, 2017\)](#)

The International Context

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

Ethos

Our school motto is:

‘We learn to love and love to learn.’

Our Ethos Tree













Kindness Prayer Respect Generosity Honesty Commitment Love For Learning
Partnerships Forgiveness Self – Discipline Pupil Participation Worship
High Quality Teaching And Learning Pastoral Care Effective Communication

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Mission Statement

At St. Patrick's P.S. we aim to foster a caring, supportive environment within a well -ordered school community, where staff and pupils can work together in an atmosphere of mutual respect, so that each and every individual can achieve the highest level of intellectual, personal, physical and social development of which he/she is capable, within the context of the Northern Ireland Curriculum.

Aims

-  To provide a safe, secure, stimulating learning environment.
-  To provide a relevant and balanced curriculum that fulfils the needs of all pupils, in a motivating and meaningful context, taking account of their past experiences and future learning needs.
-  To recognise and acknowledge that all our pupils have talents and to nurture each child's potential.
-  To develop a pupil's self-esteem and self-confidence and to encourage an appreciation of personal achievements and aspirations.
-  To foster, in partnership with parents and pupils, a system of pastoral care which promotes each pupil's respect for themselves, others and the environment and which develops important values such as self-discipline, honesty, kindness and forgiveness so that they can become useful and responsible members of society.
-  To ensure that each pupil leaves our school equipped, as far as he/she is personally capable, with the knowledge, skills, values and attitudes necessary for living in a changing social, political, cultural and technological environment.
-  To promote the development of a positive attitude towards a healthy lifestyle.
-  To create an inclusive environment where diversity among individuals is embraced, celebrated and responded to and equal opportunities are available to all.
-  To establish a creative and secure educational partnership between the school, the home, the parish and the wider community.
-  To develop a love for learning and a motivation to ask questions and to make informed decisions and to prepare pupils to take a positive role in future learning, beyond St. Patrick's P.S.

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- ✚ To ensure that each child has a respect for and a commitment to their faith. That they are able to pray and have developed a sense of a relationship with God and a sense of belonging to a faith community.

Guiding Principles

Through our Anti-Bullying Policy, we aim to promote and sustain an anti-bullying culture to protect the children in our school from harm and to safeguard their happiness and welfare so that they can learn in a relaxed and a safe environment. The principles and purposes of our policy are pastorally infused into the curriculum. Staff will foster self-esteem, self-confidence, self-respect and worth among pupils and promote respect for others, respect for differences and respect for the property of others throughout the day to day running of the school.

At Saint Patrick's Primary School:

- ✚ We are committed to creating a school environment for our children and young people which is free and safe from bullying.
- ✚ We believe in a society where bullying is unacceptable and where every child and young person is safe and feels safe from bullying.
- ✚ We believe that every child and young person should be celebrated in their diversity.
- ✚ We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- ✚ We value the views and contributions of children and young people, we will actively seek these views and we will respect and take them into account.
- ✚ We understand that everyone in our school community has a role to play in taking a stand against bullying therefore staff will receive training regarding bullying prevention including effective, appropriate strategies for intervention.
- ✚ Parents will be consulted and made aware of how we engage and consult with pupils regarding our school positive behaviour expectations, the prevention of bullying behaviour and how we will respond to bullying concerns informed by the NIABF Effective Responses To Bullying Behaviour (Revised January, 2022) using restorative practices and solution focused interventions.

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Consultation and Participation

Under legislation, the Board of Governors and Principal are required to consult with pupils, parents and staff in compliance with the Addressing Anti Bullying in Schools Act (NI) 2016. In Saint Patrick's P.S. the process of consultation took place through:

Pupils

- ✚ Discussion with pupils through School Council meetings.
- ✚ Anti – Bullying Ambassador Training through the Diana Award.
- ✚ The development and distribution of a child – friendly Anti – Bullying Policy by our Anti – Bullying Ambassadors.
- ✚ Whole school questionnaires distributed to all pupils.
- ✚ Class based activities (circle time, worry boxes, PD&MU, Drama, Religious Education, etc)
- ✚ Involvement in NIABF Anti - Bullying Week, Safer Internet Day, Children's Mental Health Week, etc.
- ✚ Participation in and feedback about NSPCC and AMH workshops.

Parents

- ✚ Questionnaires distributed to all parents.
- ✚ BoG Addressing Anti – Bullying In Schools Act (NI) 2016 training.
- ✚ Consultative workshops with the School Improvement Team (BoG).
- ✚ Parent Information Evenings in August/September.
- ✚ Parent – Teacher Meetings.
- ✚ Draft policy distributed to all parents for comments/consultation.
- ✚ Policy review at BoG meetings.

Staff

- ✚ Staff survey for all staff, teaching and non – teaching.
- ✚ Staff Addressing Anti – Bullying In Schools Act NI (2016) training.
- ✚ Engagement activities for all teaching and non-teaching staff through staff meetings, School Development Days and Baker Days.
- ✚ Representative members of staff involved in writing Anti – Bullying Policy (Principal and Vice – Principal).

Wider School Community

- ✚ Draft policy distributed to Fr. McGahan (School Chaplain/Parish Priest), Playtime Day Nursery, Playgroup and Out of Schools Club, Eskra Emmetts GAA Club and Eskra Community Association for comments/consultation.

All feedback will be carefully considered when completing the final draft of this policy and when it is being reviewed.

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What Is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition.

(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 groups 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.'

Our Policy Statement

We define bullying behaviour as that which is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of others.
(Ref. NIABF)

The Key Elements Present In Bullying Behaviour

We recognise that within schools there is a continuum of socially unacceptable behaviours. These unacceptable behaviours infringe on everyone's right to be safe. They include the following examples:

1. **Physical** - including jostling, physical intimidation, punching/hitting/kicking, any other physical contact which may include the use of weapons.
2. **Verbal** - includes name calling, insults, jokes, threats, spreading rumours, making fun of others.
3. **Indirect** - includes isolation, refusal to work with/talk to/play with/help others, interfering with personal property such as taking/stealing money or possessions or causing damage to possessions. It includes cyber bullying: misuse of mobile phones and internet programmes to humiliate, threaten and/or isolate another.

(This list is not exhaustive.)

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Socially unacceptable behaviours will be dealt with in line with our school's **Promoting Positive Behaviour Policy and procedures**, taking into account the age and pupil capacity to understand the impact of their behaviour on others.

It is important that members of the school community are able to differentiate between socially unacceptable behaviours and those which do constitute bullying behaviours.

Socially unacceptable behaviours may **BECOME BULLYING BEHAVIOURS** when the **information gathered clearly demonstrates that the unacceptable behaviour DOES MEET THE CRITERIA LISTED BELOW i.e. on the basis of the evidence gathered the behaviour is/was:**

- ✚ Intentional - intentionally setting out to cause emotional or physical harm,
- ✚ Targeted at a specific pupil or group of pupils,
- ✚ Repeated* – (three or more repetitious incidents involving the same target/s),
- ✚ Causing emotional /psychological harm- intentionally causing distress, anxiety, humiliation and the impact on self - esteem,
- ✚ Causing physical or emotional harm,
- ✚ May have included omission.

*While bullying is usually repeated behaviour, there may be instances of one - off incidents that the school will consider as bullying.

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

- ✚ Severity and significance of the incident.
- ✚ Evidence of pre - meditation.
- ✚ Impact of the incident on individuals (physical/emotional).
- ✚ Impact of the incidents on wider school community.
- ✚ Previous relationships between those involved.
- ✚ Any previous incidents involving the individuals.

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

On the basis of the evidence gathered if:

- ✚ All of the one – off criteria are fully met then the incident will be classified as bullying and action taken under the Anti – Bullying Policy.
- ✚ Some of the one – off criteria have not been met, the incident will be classified as socially unacceptable behaviour and action taken under the Promoting Positive Behaviour Policy.

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Possible Motivations

We recognise that there may be various motivations behind bullying. Understanding what may lie behind any bullying behaviour is important if we are to prevent such behaviours from occurring. Motivations 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

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To ensure our record keeping complies with the Act's requirements, the school has chosen to use the Bullying Concern Assessment Form (BCAF).

Language

Bullying is an emotive issue, therefore, it is essential that we ensure that 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.



Intention To Cause Harm

Intention is defined as a 'thing intended; an aim or plan.'

In determining intent to cause harm, school staff will assess an individual's capacity to understand the impact of their behaviours e.g., developmental age or capacity to understand the impact of their behaviours.

Emotional and Physical Harm (as set out in 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.

Exclusion and Omission

Exclusion – intentionally choosing (acting) to stop someone/others from joining in e.g., from playing football at lunch.

Omission – intentionally choosing not to mention (failure to act) there was football at lunchtime i.e., wilful omission arising from a desire to cause hurt.

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Possible Indicators Of Bullying Behaviour

A child might:

- ✚ not want to go to school.
- ✚ begin truanting or go missing from home.
- ✚ often feel ill especially when time for school.
- ✚ be frightened to walk to or from school.
- ✚ begin to lag in their schoolwork.
- ✚ lose possessions at school.
- ✚ cease to communicate with parents.
- ✚ change their behaviour i.e., become withdrawn, irritable.
- ✚ lose their appetite.
- ✚ experience trouble sleeping, nightmares, bed-wetting.
- ✚ ask for money / steal.
- ✚ bully younger siblings.

Preventative Measures

The focus for all anti - bullying work at Saint Patrick's P.S., Eskra is prevention. We aim to prevent bullying involving a registered pupil at our school –

- I. On the premises of the school during the school day e.g., school building and grounds.
- II. While travelling to or from school during the school term (e.g., while wearing the school uniform when travelling directly to school at the start of the day and directly from school to home at the end of the school day on foot or on the school bus. Pupils attending our school are expected to behave appropriately at these times, as outlined in our Promoting Positive Behaviour Policy.
- III. While the pupil is in the lawful control or charge of a member of the staff of the school e.g., school trips, when using Eskra Emmetts pitch, Eskra Community Centre, visiting the chapel, participating in external events, etc.
- IV. Education provision arranged on behalf of the school and provided away from the school premises e.g., Education Other Than At School Centres.

Saint Patrick's Primary School has established and will maintain the following strategies which aim to promote a strong anti - bullying ethos within the school and the wider school community.

- ✚ Promoting our school's Catholic ethos.
- ✚ Setting high expectations for standards of behaviour throughout the school.
- ✚ Raising awareness of Rights and Responsibilities.
- ✚ Formulation of Class Helpful Habits/Charters.
- ✚ Recognising and rewarding positive behaviour.
- ✚ Implementation of the Religious Education Curriculum, PD&MU curriculum and The Living Learning Together Programme.

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- ✚ Promotion of and participation in Catholic Schools' Week.
- ✚ Promoting our Monthly Values – e.g., September is the month of Kindness.
- ✚ Promoting and supporting inclusion within the school.
- ✚ Liaison with our School Chaplain.
- ✚ Promotion of positive emotional health and well – being (e.g., mindfulness programmes).
- ✚ Implementation and promotion of well - being focussed days – Mindful Monday, Thoughtful Tuesday, Well – Being Wednesday, Thankful Thursday and Feel Good Friday.
- ✚ Circle Time.
- ✚ RSE Programme.
- ✚ Focussed assemblies to raise awareness and promote understanding of key issues related to bullying.
- ✚ Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- ✚ UICT lessons on Internet Safety, including understanding how to respond to harm and the consequences of inappropriate use.
- ✚ Promotion of the Safer Schools App.
- ✚ Participation in annual Safer Internet Day and promotion of key messages throughout the year.
- ✚ Online Safety Training and workshops for pupils, parents, staff, Governors and the wider community.
- ✚ Development of peer – led systems (e.g., School Council) to support the delivery and promotion of key anti – bullying messages within school.
- ✚ Annual Appointment of a Head Boy and Head Girl.
- ✚ Appointment and training of Digital Leaders in Year Seven.
- ✚ Appointment and training of Anti - Bullying Ambassadors in Key Stage Two.
- ✚ Designated Teacher, Deputy Designated Teacher, Principal, whole – staff and Governor annual Child Protection and Safeguarding training.
- ✚ Comprehensive Child Protection and Safeguarding arrangements in place.
- ✚ Annual completion of ETI's Child Protection and Safeguarding Proforma.
- ✚ Anti - Bullying training for staff, pupils and Governors.
- ✚ Regular review of Pastoral Care, Child Protection And Safeguarding, Special Educational Needs, Anti – Bullying, Promoting Positive Behaviour, Health And Safety, RSE, Acceptable Use Of The Internet, Photographic Images Of Children and Mobile Phone policies.
- ✚ Consultation on above policies with pupils, staff, parents, Governors and the wider community (where appropriate).
- ✚ Ensure that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of the school's Positive Behaviour Policy.
- ✚ Accessibility of pertinent policies to parents and pupils – noticeboard and website.
- ✚ Child- friendly version of the Anti-Bullying Policy.

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- ✚ Vigilant supervision and effective playground management – e.g., separate break times, playground zoning, friendship garden/benches.
- ✚ Ongoing tracking and monitoring of supervision arrangements.
- ✚ Provision of a variety of play options to meet the needs of all pupils (including wet days).
- ✚ Appointment of Playground Buddies in Key Stage Two.
- ✚ Annual Playground Buddy training.
- ✚ Positive Playgrounds Training for staff.
- ✚ Provision and promotion of extra – curricular activities aimed at supporting the development of effective peer support relationships and networks. E.g., After – Schools Multi – Sports, Homework Clubs, Art/Drama workshops, Gardening Club, Cycling Proficiency, etc.
- ✚ Effective parental communication.
- ✚ Awareness raising e.g., Parent/ P1 Induction Meetings, Information Evenings, Monday Note, Parents' Association and website.
- ✚ Use of outside agencies – NSPCC, PSNI, Childline, Behaviour Support Team, C2k, Public Health Agency, Safeguarding Board for NI, REIM, Child Protection Support Services, Gateway, CEOP, South West Grid For Learning (SWGfL), etc.
- ✚ Foundation Stage And Key Stage One pupils participate in the Little Healthy Me Programme.
- ✚ Key Stage Two pupils participate in the Healthy Me Programme.
- ✚ Annual participation in NIABF's Anti Bullying Week activities.
- ✚ Love For Life Programme.
- ✚ Neuronimo Programme.
- ✚ Activities and lessons to promote Children's Mental Health Week.
- ✚ Transition procedures at various stages.
- ✚ Other Staff Training opportunities e.g., Trauma Informed Practices, SIMS.















The journey to and from school:

- ✚ Development of a culture where pupils take pride in their school and are viewed as ambassadors within their community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- ✚ Expectations for behaviour on bus and outside school hours outlined in Promoting Positive Behaviour Policy.
- ✚ Regular contact with transport providers (Private & EA) to ensure effective communication and the early identification of any concerns.
- ✚ Bus Monitors – Pupils who are trained Anti-Bullying Ambassadors.
- ✚ A member of staff responsible for Bus Duty.
- ✚ Promotion of key anti – bullying messages and awareness of behaviour expectations of pupils amongst the local community (e.g., Playtime Day Nursery, Playgroup and Out of Schools Club, the Youth Club, Eskra Emmetts GAA Club, School Chaplain, etc.) including information on how to raise any concerns with the school.

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Responsibility

Everyone in the school community has a responsibility for creating a safe and supportive learning environment for all its members. Pupils, parents and the staff of St. Patrick's Primary School 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 being 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 instance 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

Staff are expected to respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change being achieved through implementing the procedures set out in our Promoting Positive Behaviour and Anti – Bullying Policies.

Pupils Reporting a Bullying Concern

In St. Patrick's Primary School, pupils are encouraged to raise concerns with any member of staff, including teaching and non - teaching. Pupils can report bullying concerns:

-  Verbally - talking to a member of staff
-  By writing a note to a member of staff (e.g., in a homework diary)
-  By putting a comment in a feelings box.




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Any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing bullying behaviour. Through the preventative curriculum we focus on the 'getting help' message rather than 'telling'. As such pupils are encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

Pupils can also raise concerns with our Head Boy or Head Girl or one of our Anti – Bullying Ambassadors who must pass the concern onto a member of staff.

Parent/Carers Reporting A Bullying Concern

Parents and carers have the responsibility to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Parents and carers should also encourage their children to act appropriately to bullying behaviour and to not do anything to retaliate or 'hit back.'

-  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 the Principal or Vice - Principal.
-  Where the parent remains unsatisfied that the concern has not been appropriately responded to, the school's complaint procedure should be followed. Copies of our school's Complaints Procedure are available from the school office and on our school website.

If anyone, other than a member of staff, parent or pupil has a bullying concern about a pupil in our school he/she should contact the Principal directly.

All reports of bullying behaviour will be responded to in line with this policy and feedback will be made to the person who made the report. 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

Staff in Saint Patrick's Primary School will respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change being achieved through implementing the procedures set out in our Promoting Positive Behaviour and Anti - Bullying Policies.

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

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

(Part 1 of the BCAF)

- ✚ Gather information, clarify facts and perceptions.
- ✚ Check records for previous incidents held by the Principal.
- ✚ Assess the incident against the criteria for bullying behaviour.
 - If all the criteria have been met and the bullying has occurred, then the remaining parts of the form are completed and the Anti – Bullying Policy is implemented.

(Part 2 of the BCAF)

- ✚ Identify any themes or motivating factors.
- ✚ Identify the type of bullying behaviour being displayed.

(Parts 3a and 3b of the BCAF)

- ✚ 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.

(Part 4 of the BCAF)

- ✚ Review outcome of interventions.
- ✚ Select and implement further intentions, as necessary.

NIABF advocates a restorative approach to responding to bullying behaviour. Interventions suggested in the Effective Responses to Bullying Behaviour resource focus on responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. This is the approach taken in our school.

Where appropriate, school staff may implement sanctions for those displaying bullying behaviour in line with our Promoting Positive Behaviour Policy.

If, on the information gathered, **THE CRITERIA FOR BULLYING BEHAVIOUR HAS NOT BEEN MET** socially unacceptable behaviours will be dealt with under the school's Promoting Positive Behaviour Policy and addressed, as appropriate, through the SEN Code of Practice and details recorded in line with school policy.

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If, on the information gathered, **THE CRITERIA FOR BULLYING BEHAVIOUR HAS BEEN MET**, the following process/procedures will be implemented.

- ✚ The Code Of Practice is used to develop agreed Action Plans for BOTH targeted pupil/s AND pupil/s displaying bullying behaviours.
- ✚ Support details of interventions are recorded on the Bullying Concern Assessment Form (Parts 3a and 3b).
- ✚ Both sets of parents will be informed by the Principal or Vice-Principal.

The Class Teacher and Principal/Vice-Principal may access immediate advice through the EA TASH helpline.

Support for targeted pupil(s)

Support for the targeted pupil(s) may involve:

- ✚ discussing and agreeing a tailored Code of Practice action plan which would involve pupil/s in: identifying SMARTE (Specific, Measurable, Achievable, Relevant, Timely and Evidence Based) target/s; relevant success criteria, outcomes and assessment procedures.
- ✚ keeping a record of the agreed action plan in Part 3a of the BCAF.
- ✚ ongoing dialogue to ensure that the strategies identified and agreed would, when implemented, result for example in greater resilience; development of new coping skills & the promotion of positive restorative relationships – see interventions contained in NIABF's **"Effective responses to bullying behaviour"**, Pgs. 16-19 and following; for strategies see DE **SEN Resource File, "Understanding and Managing Social, Emotional, Behavioural Difficulties"** Pgs. 272-279. See Appendix B. Updated SEN resource file provides guidance on nurture and trauma sensitive responses.
- ✚ copies of the agreed plan being shared with key partners to ensure for example- clarity of roles and understanding of specific strategies.
- ✚ staff and pupils together tracking and monitoring progress to ensure the efficacy of the intervention is maintained and kept under review.
- ✚ collecting data to evaluate the efficacy of the intervention by considering the following: were appropriate targets identified; did the strategies prove effective; were strategies consistently implemented by staff and pupils; was the success criteria clear; was the success criteria met etc.?
- ✚ keeping staff and pupil – self - assessment records progress being regularly reviewed and updated in the BCAF and outcomes shared with key partners – BCAF Part 4.

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Support for pupils(s) displaying bullying behaviour.

Support for the pupil(s) displaying bullying behaviour may involve:

- ✚ discussing and agreeing a tailored Code of Practice action plan which would involve pupil/s in: SMARTE target/s, success criteria, outcomes and assessment procedures - see BCAF Part 3.
- ✚ keeping a record of the agreed plan in Part 3b of the BCAF.
- ✚ ongoing dialogue to ensure that the interventions/strategies identified and agreed would, when implemented, result for example in: reduction/removal of unacceptable bullying behaviour/s; an enhanced ability to empathise and the restoration of relationships - see interventions contained in NIABF's **"Effective responses to bullying behaviour"**, Pgs. 16-19 and following; for strategies see DE **SEN Resource File, "Understanding and Managing Social, Emotional and Behavioural Difficulties"** Pgs. 272-279 and updated SEN file has advice on nurture and trauma sensitive responses.
- ✚ copies of the agreed plan being shared with key partners to ensure for example clarity of roles and understanding of specific strategies.
- ✚ staff and pupils together tracking and monitoring progress to ensure the efficacy of the intervention is maintained and kept under review.
- ✚ collecting data to evaluate the efficacy of the intervention by considering the following: were appropriate targets identified; did the strategies prove effective; were strategies consistently implemented by staff and pupils; was the success criteria clear; was the success criteria met etc.?
- ✚ keeping staff and pupil-self-assessment records.
- ✚ progress being regularly reviewed and updated in the BCAF and outcomes shared with key partners BCAF Part 4.

Follow-up procedures will include one or more of the following as appropriate:

- ✚ report back promptly to parents/carers informing them fully of actions taken/to be taken and outcomes achieved.
- ✚ provide regular opportunities for post-incident learning (debriefing sessions) for both target/s and pupil/s displaying bullying behaviour e.g. using Worth a Rethink (Pg22); Think Time Discussion Sheet (Pg24-27). Effective Responses to Bullying Behaviour NIABF.
- ✚ acknowledge, affirm and celebrate success

In addition,

- ✚ We respond to the parents as soon as possible and agree a suitable time frame to allow for an investigation into any claims.

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- ✚ If the criteria for bullying have been met, the pastoral, safeguarding and SEN team would all be involved in the development of action plans and risk reduction plans.
- ✚ Information will be gathered and recorded by the Class Teacher and the Principal/Vice - Principal. The records will be kept by the Principal when they have been collated in an evidence file.
- ✚ Where support interventions by the school have failed, the school will immediately consider support from external advisors such as Education and Welfare Service, Behaviour Support and Provisions, Educational Psychology, Autism Advisory & Intervention Service, Child Protection Support Services, Child & Adolescent Mental Health Service, Department of Health and Social Services and CCMS.

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

Recording

The Board of Governors must ensure a record is kept of all incidents of bullying or alleged bullying involving a registered pupil at the school. (Addressing Bullying in Schools Act (NI) 2016)

St. Patrick's Primary School will centrally record all relevant information related to reports of bullying concerns, including:

- ✚ How the bullying behaviour was displayed (the method)
- ✚ The motivation of the behaviour
- ✚ How each incident was addressed by the school
- ✚ The outcome of the interventions employed

Records will be kept in a central file in a locked cupboard along with securely held Child Protection information. Access to these records will be restricted 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 schools 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

Saint Patrick's Primary School is committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school ongoing CPD provision.

‘We learn to love and love to learn.’

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 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 are kept and updated regularly.

All staff (teaching and non – teaching) receive annual Child Protection and Safeguarding Training. Governors receive refresher Child Protection and Safeguarding Training every three years.

Monitoring and Review of Policy

It is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness of the Anti-Bullying 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.

It is a legal requirement that the preventative measures and the Anti – Bullying Policy be reviewed at intervals of no more than four years. However, the policy will be reviewed following any incident which highlights the need for review and/or when directed by DE considering new guidance. Amendments may be made in response to issues arising from a current situation or from data generated to identify existing behavioural patterns and trends.

This Anti Bullying Policy shall be reviewed as required, in consultation with staff, pupils, parents, Governors and the wider school community on or before March 2026.

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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:

-  Pastoral Care;
-  Child Protection And Safeguarding
-  Relationships And Sexuality Education;
-  Health And Safety;
-  PD&MU;
-  Promoting Positive Behaviour;
-  Special Educational Needs;
-  Reasonable Force And Safe Handling;
-  Acceptable Use of the Internet;
-  Photographic Images Of Children;
-  Mobile Phones;
-  Educational Visits;
-  Staff Code of Conduct.

This revised policy was adopted by the Board of Governors on 31st March, 2022.

Date of Next Review: Spring, 2026.

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