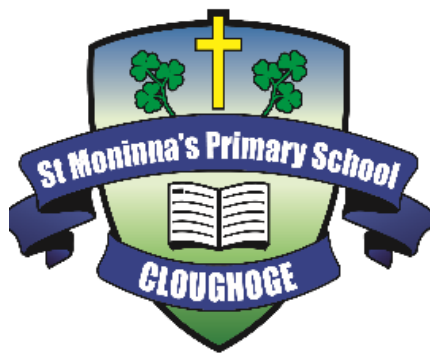


St Moninna's Primary School and Nursery Unit



Anti-Bullying Policy

| | |
|----------------------------|--|
| Agreed by <i>Governors</i> | |
| Review Date | |
| Principal | |
| Chair of <i>Governors</i> | |

MISSION STATEMENT

Vision Statement

“Learning and Growing with Love”

Ag foghlaim agus ag fás le grá

Aims

In St. Moninna’s Primary School:

- **We aim to enable LEARNING so that pupils develop to their full potential in all areas of the curriculum and become motivated, independent, life-long learners.**
- **We aim to enable pupils to GROW socially, emotionally, physically, spiritually and academically and to develop the attributes they need to be valuable, responsible, contributing adults.**
- **We aim to do this in an atmosphere of LOVE so that pupils embrace the virtues of respect, kindness, tolerance, compassion and faith while feeling happy, safe and valued as part of the St. Moninna school family.**

Mission

In St. Moninna’s P.S. we believe we can achieve our aims by ensuring we are committed to

- **Promoting the values of Catholic education within our school family**
- **Having high expectations for all pupils and a desire to see them reach their full potential**
- **Having inclusive, stimulating and supportive classrooms**
- **Working together for a common goal**
- **Valuing continuous improvement for all**
- **Investing in people and resources**
- **Working closely with home and the wider community**

Values

- **Kindness**
- **Respect**
- **Family**
- **Growth**
- **Trust**

Introduction

This Anti-Bullying Policy reflects our school mission statement with a view to providing a safe and secure environment for all of our pupils. The school aims to foster values of tolerance and mutual respect through promoting the self-esteem of all members of the school community.

In St. Moninna's Primary School and Nursery Unit, bullying type behaviour is contrary to the school ethos and we believe that all pupils have the right to learn in a safe and supportive environment. We recognise that bullying is a concern for all of us, including pupils, teaching, non-teaching staff, parents/carers and governors.

Context

This policy has been developed within the context of a legislative and policy/guidance framework. This includes:

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 and Guidance Context

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

The Addressing Bullying in Schools Act (Northern Ireland) 2016 provides a legal definition of bullying and places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents/carers. It also requires schools to record all incidents of bullying behaviour and alleged bullying incidents. The Act also 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 in the ALC)
- The Act also 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)

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)

Our School Aims: -

The aims of this policy are:

- We are committed to a society where children and young people can live free and safe from bullying.
- We believe in a society where bullying is unacceptable 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 and creating a safe and welcoming environment for all.

Consultation and Participation

This policy has been developed in consultation with our pupils, staff and parents / carers in compliance with the Addressing Bullying in Schools Act (NI) 2016. There were a variety of methods of consultation conducted.

Pupils – Consultative Workshops with P6/P7 pupils. The members of the Student Council also gave an input into the formulation of this policy. There were also a number of class based activities undertaken by teachers in an age appropriate way to gain feedback from pupils in relation to Bullying which was used to inform this policy.

Staff – During Staff Inset, the teaching and non-teaching staff had the opportunity to discuss and collaborate in regards to the review of our school Anti-Bullying Policy. Anonymous questionnaires were also collected from teaching and non – teaching staff, detailing any views they had in relation to current policy.

Parents / Carers – Parents and Carers have had the opportunity to provide their opinions on school policy through information events, such as our Curriculum Meetings. Small scale Focus Groups from within our parent body have also provided feedback in relation to our Anti-Bullying processes. Individual parents/carers have also come forward and expressed views in regard to our school policy and these too have been taken into account. As the school approaches the end of its current School Development Plan in 2020, as part of a wider consultation with parents / carers, our Anti-Bullying Policy will once again be updated to include any feedback that arises from this more in-depth consultation into all aspects of school life at St. Moninna's. This process will include questionnaires being sent to all parents and / or further targeted Focus Groups being used. The views of our Governors will also be included in this process.

What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 defines bullying as :

**including (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.

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

In other words, bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others. However, whilst bullying is usually a repeated behaviour, there are instances of one off incidents which the school will consider as bullying behaviour. When assessing a one off incident, to make a decision on whether to classify it as bullying type behaviour, the school will 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 behaviour will be addressed under the Positive Behaviour Policy.

Behaviours

The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

- Verbal or written acts
 - saying mean and hurtful things to, or about, others
 - making fun of others
 - calling another pupil mean and hurtful names
 - telling lies or spread false rumours about others
 - try to make other pupils dislike another pupil/s
- Physical acts
 - Hitting
 - kicking
 - pushing
 - shoving
 - material harm, such as taking/stealing money or possessions or causing damage to possessions
- Omission (Exclusion)
 - Leaving someone out of a game
 - Refusing to include someone in group work
- Electronic Acts
 - Using online platforms or other electronic communication to carry out many of the written acts noted above
 - Impersonating someone online to cause hurt
 - Sharing images (eg. photographs or videos) online to embarrass someone

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

Motivations

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

- Age
- Appearance
- Breakdown in peer relationships
- Community background
- Political affiliation
- Gender identity
- Sexual orientation
- Pregnancy
- Marital status
- Race
- Religion
- Disability / SEN
- Ability
- Looked After Child status
- Young Carer status

How Do Staff Deal With Bullying Behaviour?

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

- 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.

Bullying can also 'harm' a pupil. In determining 'harm' our school uses the definition provided in the DE Guidance on this issue. In St. Moninna's we define 'harm' as :

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

Preventative Measures

Bullying can happen at any time of the school day. To prevent this all adults will employ a range of strategies which will include:

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy - Ensuring pupils are aware of class charters, school rules and expectations.
- Promotion of anti-bullying messages through the curriculum eg. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
- Addressing issues such as the various forms of bullying, including the 'how' and 'why' it can happen, through PDMU/PD/LLW (eg. sectarian, racist, homophobic, transphobic, disablist, etc.)
- Involvement in meaningful and supportive shared education projects / interactions with each other in school and helping pupils to explore, understand and respond to difference and diversity.
- Through the preventative curriculum actively promote positive emotional health and wellbeing through the use of well-being techniques and the use of our Quiet Room.
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g. Safer Internet Day, Good Relations Week, Down Syndrome Awareness Day
- Development of peer-led systems such as our Student Council, to support the delivery and promotion of key anti-bullying messaging within the school.
- Development of effective strategies for playground management to include training for supervisors, zoning of playgrounds, inclusion of specific resources such as our 'Buddy Bus Stops' and provision of a variety of play options to meet the needs of all pupils.
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Development of effective strategies for the management of unstructured times.

Preventing Bullying On The Way To and From School

At St. Moninna's the care for our pupils does not lie solely within the school day. We are fully committed to preventing bullying on the journey to and from school each day. Some of the strategies employed are:

- A development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- Measures are in place to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. On our buses our older children act as unofficial 'bus monitors' and report unacceptable behaviour to members of SLT.
- Regular engagement with transport providers (eg. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.

- Appropriate deployment of staff to support the transition from school day to journey home. At St. Moninna's teachers are on a rota system for crossings, buses, taxis etc This ensures regular contact with transport providers and also provides us with the opportunity to speak with the children each day as they leave school for home.

Prevention of Bullying Through the Use of Electronic Communication

The Addressing Bullying in Schools Act (NI) 2016 also gives us the authority to prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school. As a school we strive to raise awareness amongst our pupils, in an age appropriate way, of the nature and impact of online bullying and we support our pupils to make use of the internet in a safe, responsible and respectful way.

We do this by:

- Addressing key themes of online behaviour and risk through PDMU/ Circle Time and teaching our pupils to understand how to respond to harm and the consequences of inappropriate use of the internet.
- Participation in Anti-Bullying Week activities.
- Engagement with key statutory and voluntary sector agencies e.g. C2K, PSNI, to support the promotion of key messages.
- Empowering our parents through Internet Safety Workshops
- Participation in annual Safer Internet Day and promotion of key messages throughout the year.
- Development and implementation of robust and appropriate policies in related areas e.g. Acceptable Use of The Internet, E-Safety Policy.

** This list is not exhaustive and is a snap shot of activities undertaken within our school to address the potential for this kind of bullying behaviour.

Policy Links

This policy does not stand in isolation, but is one of a number of policies in the wider Pastoral Care and Safeguarding suite of policies which all co-ordinate to protect the children at our school. Given the nature of technology, which is constantly changing and developing, our school will monitor policy and message and make changes as and when is necessary.

Responsibility

The Responsibilities of Staff

Our staff will

- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is on the receiving end of bullying type behaviours and to the child displaying bullying type behaviour and the importance of telling a teacher or any staff member about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who feel they have been on the receiving end of bullying type behaviours, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to our Designated Teacher for Child Protection or Principal.
- Follow up any complaint by a parent about bullying, report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures and based on the principles of respond, resolve and restore.

The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying type behaviour, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is on the receiving end of bullying type behaviours, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances of bullying.

Anyone who becomes the target of bullying should:

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

The Responsibilities of Parents

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

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying type behaviour to their class teacher, Designated Teacher or Principal and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keeping a written record of any reported instances of bullying.
- Informing the school of any suspected bullying, even if their children are not involved.
- Co-operating with the school, if their child/children are accused of displaying bullying behaviour, to try and ascertain the truth and point out the implications of bullying, both for the target of the bullying and for the child/children displaying bullying type behaviour.

The Responsibilities of all

Everyone should:

- Foster positive self-esteem
- Behave towards others in a mutually respectful way
- Model high standards of personal pro-social behaviour
- Be alert to signs of distress* and other possible indications of bullying behaviour
- Inform the school of any concerns relating to bullying behaviour
- Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- Refrain from retaliating to any form of bullying behaviour
- Intervene to support any person who is being bullied, unless it is unsafe to do so.
- Report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- Emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
- Explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- Listen sensitively to anyone who has been bullied, take what is said seriously and provide reassurance that appropriate action will be taken
- Know how to seek support – internal and external
- Resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

Reporting a Concern

Pupils, Parents/carers or anyone else can raise a concern about bullying behaviour with any member of staff that they feel comfortable with to do so – this includes both teaching and non-teaching staff.

Pupils Reporting a Concern

In our school our pupils are consistently reminded about how they can access help from adults in school. This is done in class through PDMU / Circle Time activities and also at whole school assemblies. To ensure that all adults are equipped to deal with a disclosure of Bullying, all teaching and non-teaching staff have received training in this area. If a pupil feels he/she is experiencing bullying behaviour on the journey to/from school or at school, we have advised them that they should:

- Talk to a member of staff
- Put it in writing to a class teacher or to the Principal / Vice-Principal

In our school, we encourage all pupils to raise a concern about bullying – even if it is not happening to them. If a parent/carer becomes aware that their child has witnessed something that they feel may be bullying type behaviour, they should report it to the school at the earliest opportunity so that the school can deal with it.

Parents / Carers / Other Adults Reporting a Concern

If you are a parent/carer and you feel your child is on the receiving end of bullying behaviour, you should report it to the class teacher in the first instance. If a parent/carer 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 Vice-Principal. If the parent/carer is still not satisfied that appropriate action has been taken or further incidents have occurred then parents/carers should report their concerns to the school Principal. If after this stage, a parent/carer is still not satisfied that their concern has been appropriately responded to, the parent/carer should follow the school's Complaints Procedure. Information on how to make a complaint and what steps should be followed within the Complaints Procedure can be found on our school website and can be made available in another language if requested at the school office. If a parent/carer uses the Complaints Procedure, this normally involves making a formal, written complaint, to the Chair of the Board of Governors.

While the majority of reports of bullying concerns will come from pupils and their parents/carers, our school is open to receiving such reports from anyone. All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and that feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Responding to a Bullying Concern

At St. Moninna's we prescribe to the NI Anti-Bullying Forum approach which 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. In order to achieve this aim the following stages will be followed

STAGE 1 – All staff will: -

- Listen to concerns when reported.
- Identify those involved in the alleged bullying incident.
- Give each pupil the opportunity to talk. The discussion will focus on finding a solution and stopping the bullying from recurring (**respond, resolve and restore**).
- Staff will remain neutral, avoid direct, closed questions and ensure restitution.
- The pupils are helped to find their own solution to their personal disagreement and discuss how their proposals will be put into action.
- Other appropriate members of staff will be informed as appropriate i.e. class teacher, non-teaching staff, Head of Key Stage, Vice-Principal, Principal. Incidents will be recorded as appropriate (teachers should use their classroom 'Incident Sheet').

- A follow-up meeting/discussion is useful to find out whether the solution has been effective or not.
- In the case of a serious 'one off incident', the staff member will report this to Vice-Principal / Principal and this will be recorded on St. Moninna's Alleged Bullying Sheet (Appendix 1) recording sheet.

STAGE 2 - If the initial problem is not resolved staff will:

1. Implement procedures within the hierarchy of sanctions (refer to Positive Behaviour Policy). Seek advice from the Designated Teacher for Child Protection & Pastoral Care Co-Ordinator (Mr Murtagh) or Principal (Mrs Temple) prior to completing an Alleged Bullying Incident Form

When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.

2. Continue to monitor the situation and follow procedures as agreed with Vice-Principal/Principal.
3. Record details as appropriate - Alleged Bullying Incident Form (See Appendix 1) This applies to significant/repeated/or serious 'one-off' incidents).
4. Contact parents if necessary at any stage of the procedures, depending on the seriousness of the bullying type behaviours e.g. phone call, letter or request for interview by class teacher / Head of Key Stage / Vice Principal / Principal.
5. Contact outside network of support at any stage of the procedures e.g. Education Welfare Officer, Education Psychology, Behaviour Support Team, Social Services and PSNI.

At this stage, information regarding action taken regarding any pupil cannot be disclosed to anyone other than the pupil in question and his/her parent(s) / carer(s).

Recording

The school will centrally record and securely store all relevant information related to reports of bullying concerns. The record (Appendix 1) shall include:

- Names of those involved
- The type of alleged bullying
- Description of behaviours / incidents (to include identified motivators)
- Action taken to address the concern
- The outcomes of any action taken

Records will be stored in an Anti-Bullying File in a locked cabinet in the Principal's office. All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

Professional Development of Staff

St. Moninna's PS has a commitment to ensuring that staff, both teaching and non – teaching are provided with appropriate opportunities for professional development. As our staff training in this area develops, any impacts on policy and procedures that require amendments to our current provisions will trigger a review of this policy.

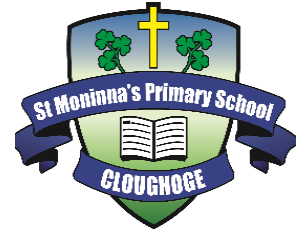
Monitoring and Review of Policy

As part of their responsibilities, the Board of Governors, in liaison with the school Principal will 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

Monitoring, Review and Evaluation of this Policy

This policy will be reviewed in line with our 3 year cycle of policy reviews / when changes in policy are required. Any changes in provision or policy will be relayed appropriately. The review process will be assisted by feedback from teachers, parents, governors, outside agencies and pupils.



Appendix 1 (Stage 2)

St. Moninna's Primary School
Alleged Bullying Incident Form

| | Name | Gender | Ethnicity | Year |
|---|------|--------|-----------|------|
| Person(s) reporting concern | | M / F | | |
| Name of targeted pupil(s) | | M / F | | |
| Alleged child/ren who has/have displayed bullying behaviour | | M / F | | |

Date of incident:

Location of incident:

Classroom
 Playground
 Corridor
 Other (please state) _____

Type of incident:

Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons)
 Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours)
 Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others)

Theme (if applicable):

Cyber (through technology such as mobile phones and internet)
 Disability (related to perceived or actual disability)
 Homophobic (related to perceived or actual sexual orientation)
 Racist (related to skin colour, culture and religion)
 Sectarian (related to religious belief and/or political opinion)
 Other _____

Details of incident (to include motivation if known)

Please attach records of any previous incidents and sanctions which may be relevant to the above.

Name of action/support for child/ren who has/have been bullied: (please tick all that apply)

- Discussion of the incident with peers/class
- Defined ongoing support/monitoring from staff (please specify) _____
- Parents involvement (please specify) _____
- Counselling
- Referral to other agencies (please specify) _____
- Other (please specify) _____

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

- Discussion of the incident with peers/class
- Defined ongoing support/monitoring from staff (please specify) _____
- Parents involvement (please specify) _____
- Counselling
- Referral to other agencies (please specify) _____
- Fixed exclusion
- Permanent exclusion
- Other (please specify) _____

Outcome (level of satisfaction)

Good = 1

Satisfactory = 2

Poor = 3

Unresolved = 4

Child who has been bullied

Parents of above child

Child who has displayed bullying behaviour

Parents of above child

This concern is now resolved:

Yes

No

This record is now:

Passed to Designated Teacher for Child Protection

Passed to Principal

Filed in Safeguarding Anti-bullying folder

Passed to external agency, please state:

Please note further intervention/action if required:

Name and designation of the staff member(s) completing this form:

Date:

Signed: _____

This is a confidential record and should be dealt with on a need to know basis.