

# MILLBURN PRIMARY SCHOOL ANTI-BULLYING POLICY

## Section 1

### Introduction

At Millburn Primary School we believe that all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment.

## Section 2

### Context

This policy has been developed within the context of the following legislative and policy framework:

### Legislative

- The Addressing Bullying in Schools Act (NI) 2016

This Act provides a legal definition of bullying and places a duty on the Board of Governors to put in place measures to prevent bullying behaviours, in consultation with pupils and parents. Please refer to the previously ratified Positive Behaviour Policy and current school rules; Respect, Responsibility, Readiness. As a school, in accordance with this Act, we accept responsibility to record all incidents of bullying and alleged bullying incidents, as of the date of ratification of this Policy.

As aforementioned, circumstances under which this policy will be applied will namely include:

- Incidents reported, in school, during the school day.
- While travelling to and from school. Please be advised that all incidents will be given serious consideration. However, as a Primary School, we attribute responsibility to our parents and carers to ensure that all children are appropriately supervised when moving to and from school and for all periods outside of school staff's directed time.
- When under control of school staff but away from school eg school trips.
- When receiving education organised by school but happening elsewhere.

In line with this Act, this policy will be reviewed every fourth year, from the date of ratification of this policy.

- The Education and Libraries Order (NI) 2003 – A17-19

This Act requires Boards of Governors to “Safeguard and promote the welfare of registered pupils” (A 17). Please refer to the previously ratified suite of Child Protection Policies.

- The Education (School Development Plans) Regulations (NI) 2010
- The Children (NI) Order 1995
- The Human Rights Act 1998
- The Health and Safety at Work Order (NI) 1978

## **Policy and Guidance**

- The addressing Bullying in Schools Act (NI) 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**

- The United Nations Convention on the Rights of the Child (UNCRC)

This Convention sets out every child's right to

- Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation (A19).
- Be protected from discrimination (A2).
- Express their views, in a supported and accessible way, on issues that affect them and to have their opinions taken seriously (A12).
- Education.

## **Section 3**

### **Ethos & Principles**

In Millburn Primary School our goal is excellence across all areas of school life. We expect the best for and from every child, every member of staff and all who visit or use our school from an academic, social and personal standpoint.

Furthermore, we will never accept less than what is possible from our children or from ourselves and we will regularly celebrate the successes of our school. We will consistently evaluate our performance and seek to improve. In so doing, every individual within the school will personally accept the responsibility they have in the achievement of the school's vision and of their own personal vision.

This achievement will take place in a happy atmosphere, where everyone is enthusiastic and committed to the improvement of the learning opportunities and of the real, deep learning which takes place within our school and by all who are privileged to use the school.

Finally, we will accept responsibilities which we so clearly have:

To lead our school clearly, precisely and consistently, in line with the values and principles agreed by all staff, to encourage our children to learn, to assist them in their learning and to continue learning ourselves throughout our lives.

In addition, please refer to our school website [www.millburnps.co.uk](http://www.millburnps.co.uk) and our core principles of

- Honesty
- Respect
- Responsibility
- Compassion
- Self-discipline
- Perseverance
- Giving

As a school, in line with our core principles:

- 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 feels safe from bullying.
- We believe that every child should be celebrated in their diversity.
- We are committed to a preventative, responsive and restorative anti-bullying ethos across our whole school.
- We value the views and contributions of children and young people and we will actively seek these views, while respecting and taking 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.

#### **Section 4 Consultation/Participation**

This policy has been developed and formulated in consultation with registered pupils and their parents/carers. This was inclusive of:

- Questionnaires were completed by all registered pupils. An online questionnaire was sent out to all registered parents/carers and a response rate of 57% was recorded.
- The view of the School's Council.
- Class-based sessions with our DCPT.
- Representative members of staff involvement in the writing of this policy.
- Staff Meeting discussion.

#### **Section 5 What is Bullying?**

This school has accepted the Addressing Bullying in Schools Act (NI) 2016 definition of "bullying" as:

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

1.
  - (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 harm to that pupil or group of pupils.
2. Omission may be included for the purposes of subsection 1.

As a school, we accept that:

***Bullying behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of others.***

Whilst the Addressing Bullying in Schools Act (NI) 2016 makes reference to repeated acts, this school reserves the right to consider one-off incidents as bullying, based on the following criteria:

- The severity and significance of the incident.

- Evidence of pre-meditation.
- Assessed impact of the incident on individuals (physical/emotional).
- Impact of the incident on the wider school community.
- Previous relationships of those involved.
- Any previous incidents involving the individuals.

Subsequently, any incidents which are not considered bullying behaviour will be dealt with under our school Positive Behaviour Policy.

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 tolerate nor use the label of Bully towards a child; in addition, we will not tolerate nor use the label Victim towards a child. Instead we will refer to the situation surrounding the child as:

- A child displaying bullying behaviours
- A child experiencing bullying behaviours.

Throughout application of this policy, from the date of ratification, **we will define harm as:**

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

## Section 6

### Preventative Measures

As a school, we are fully inclusive and naturally integrated. This has created an already strong foundation and understanding of diversity. We repeatedly and publicly refer to ourselves as a team, re-enforcing that we are all in this together and all have a role to play, in meeting our core principles, both inside and outside of the school perimeter. Our school runs on two fundamental values – equality and respect. In all aspects of our actions, inclusive of communication, we uphold these. We actively encourage all our children to maintain their individuality and celebrate this as a school community. Our actions, learning and teaching place an important emphasis on what we have in common, regardless of the things that also make us unique. We give importance to the voice of the child and, through the development of highly positive relationships throughout and across all school life, our children are consistently encouraged to reflect on their actions and their consequences. We are proud of all our pupils. As adults we fully understand that our children will, naturally, make mistakes and actively adopt our position as role models, to lead by example and call on our experiences and expertise to support all our children, to be able to name, deal with and self-regulate a range of normal human emotions.

Whilst both our behaviour and attendance records are excellent, we do not rest on our laurels and constantly poll our stakeholders on our performance, inclusive of our application of our Positive Behaviour policy. In addition, the following key issues are taken forward with the aim of preventing bullying and creating a safe learning environment:

- Promotion of anti-bullying messages through the curriculum, using age appropriate materials.
- Playground Buddies – KS2 Mentors.
- Nurture Training – Nurture Room established.
- Mindfulness Training – facilitated by two members of staff both of whom have Mindfulness accreditation.

- Sensory Room access.
- Helping Hands lessons (Women's Aid), delivered by trained teachers; currently, at time of writing, five on staff.
- Partnership working with external agencies, PSNI, EA, Youth Service, Radius Housing, NHCST.
- Our Shared Education project, which addresses all aspects of identity, inclusive of cultural and religious – deemed outstanding ETI 2018.
- Participation in NIABF annual Anti-Bullying Week; activities are shared with parents and the wider community on our Facebook Page.
- Engagement in key national and regional campaigns, eg Internet Safety Week.
- School's Council led assemblies.
- Community Partnership Working – Focus on Family (Ballysally), Millburn Community Association.
- Families First Initiative (Barnardo's).
- Millburn is an accredited Rights Respecting School.
- Tidal Training facilitated through two accredited members of Teaching Staff – Children in Crisis.
- Bronze Award – Workplace Charter on Domestic Violence.
- Lead School for the Confucius Institute NI – the school holds the Confucius Global Classroom Award.
- Accredited –School of Brilliance Award – Outstandingly Happy School.
- Partnership Working – RISE(NI), NHCST, CAHMS, Sure Start.
- CECP Project – Cross-sectoral Family Liaison Project funded by DfC.
- EA Stand Out Boys Project.
- EA Youth Service – Year 7 – identity + social media presence.
- Radius Housing – TBUC – Year 7 – Transition.
- Peer-led systems eg School Council to further develop and support the delivery of key anti-bullying messages throughout the school.
- Supervisory Assistants all trained by Playboard to facilitate purposeful play.
- An extensive, free, extra-curricular programme delivered across all Key Stages, aimed at supporting the development of peer relationships and networks.

Whilst, many of the measures outlined above support the development of an anti-bullying culture, we as a school are committed to the development of additional measures specifically related to the journey to and from school. Please again be advised that as a Primary School we strongly advocate that our children should be supervised appropriately by an appropriate adult on the journey to and from school. These measures include:

- Throughout our school we actively develop a culture where pupils take pride in their school and in wearing the uniform associated to it. We develop ambassadors who receive regular reminders of the positive behaviour expectations of all our pupils outside of the school grounds.
- We advocate a Team culture whereby we look out for each other and our families, whether inside or outside of the school grounds.
- Pupils are empowered to challenge inappropriate and unacceptable behaviours of their peers on the journey to and from school.
- KS2 classes are assigned and partnered with KS1 classes for mentoring lessons throughout the school year, developing relationships which continue to be fostered outside of the school grounds. This helps to further empower our older children to be protective of their younger peers.
- As a community school, we actively work in partnership with all outside relevant stakeholders to promote our stance on maintaining positive behavioural expectations of all our pupils.
- Teachers collect and greet their classes from specified pick up points and, again, drop their classes off at these points at the end of the school day.

As is the case with journeys to and from school, we as a primary school would like to advise that outside of the school building parents should exercise their parental responsibility and monitor their children's use of and presence on social media platforms. In addition, we would strongly advocate that all our parents familiarise themselves with the legal age requirements of each platform and make an informed choice as to the appropriateness of their child's usage of it based on this.

We do recognise that technology plays a major role in our children's lives and to that effect we have taken the following measures to raise the awareness of on-line bullying and to support all our pupils to make use of the internet in a safe, responsible and respectful way:

- Addressing key themes of online behaviour and risk through our Y5 Shared Education programme, Y7 EA Youth Service facilitated sessions, whole school involvement in internet Safety Week, KS2 sessions facilitated by PSNI, Designated Child Protection Teacher led Assemblies etc.
- Whole school participation in Anti-Bullying Week .
- Parents' information sessions facilitated by the school UCIT Co-ordinator and PSNI.
- Participation in the annual Internet Safety Day with promotion of key messages throughout the year.
- Consistent review of the school's e-Safety Policy and Acceptable Use of the Internet Policy.
- Necessary amendments made to the above policies in line with the school's on-line learning policy.

## **Section 7 Responsibility**

Everyone in our school community, including pupils, their parents/carers and staff of the school are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together to:

- Foster positive self-esteem.
- Behave towards others in a mutually respectful way.
- Model high standards of personal pro-social behaviour.
- Be alert to signs of distress (Safety) and other possible indications of bullying behaviour.
- Inform the school of any concern of 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 witnessed or suspected, to a member of staff.
- Emphasise the importance of seeking help from a trusted adult about perceived bullying behaviour when it happens or is observed..
- Explain the implications of allowing 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 behaviour and the needs of all the parties.

## Section 8 Reporting a Bullying Concern

### Pupils

ANY pupil can raise a concern about a bullying behaviour, not just a pupil who is perceived to be experiencing it. It is imperative that ANY pupil who has a concern of this nature should report it immediately. As a school, we consistently, actively encourage and empower our pupils to seek help in any range of situations. The ethos of our school is built on mutual respect and positive relationships and this message is also consistently reiterated, thus we strive to develop, and operate in, an open, transparent and non-judgemental environment.

Pupils who have any kind of bullying behaviour concern can:

- Talk to their class teacher.
- Directly discuss this with our Pastoral Support Team i.e. Mrs Moffatt, Mr Handforth, Mrs I
- Write a note to any member of staff.
- Contact their class teacher via our SeeSaw App.

### Parents/Carers

As a school, we fully appreciate the emotional impact of having a concern about your child at school. It is, therefore, imperative that any such bullying behaviour concern is raised with the school immediately. We would also advise that parents need to encourage their child to react appropriately to bullying behaviour and not to retaliate or to “hit back”, physically or verbally.

Parents who have a concern about a bullying behaviours should:

- In the first instance, report it to the class teacher.
- Where a parent is not satisfied that appropriate action has not been taken, the concern should be reported to the Vice-Principal.
- Where a parent is not satisfied that appropriate action has been taken by the Vice-Principal, the concern should then be reported to the Principal.

In the unlikely case that the “reporting parent” remains unsatisfied that the report has not been responded to appropriately, the school’s complaints procedure should be followed. The procedure can be found on the school website [www.millburnps.co.uk](http://www.millburnps.co.uk)

**Please be advised that all reports of a bullying behaviour concern, raised by either a child, parent or carer, will be responded to in line with this policy. However, no information about actions taken, in relation to a child, will be discussed with anyone other than the child’s parent/carer.**

## Section 9 Responding to a Bullying Concern

Please be advised that the focus of our school's intervention into any concern about bullying behaviour will be solely based on the immediate concern and in restoring the well-being of those involved.

The member of staff responsible using restorative practice, shall:

- Clarify the facts and perceptions.
- Check school records.
- Assess the incident against the criteria for bullying behaviour.
- Identify any themes or motivating factors.
- Identify the type of alleged bullying behaviour being displayed.
- Identify intervention level, as appropriate.
- Select and implement appropriate interventions for all pupils involved, inclusive of consequences and sanctions.
- Track, monitor and record effectiveness of interventions.
- Review outcome of interventions.
- Select and implement further interventions, as necessary.

Please be advised that any actions taken regarding a pupil will ONLY be discussed with their parent/carer.

## **Section 10 Recording**

Millburn Primary School will, from the point of ratification of this policy, centrally record all relevant information related to reports of bullying concerns, including:

- How the bullying was displayed.
- The motivation for the behaviour.
- How each reported concern was addressed by the school.
- The outcome of the interventions employed.

Access to all records will be restricted and only provided to those members of staff who have a legitimate need to have access, as approved by the school's SLT. Records held will be used to inform future anti-bullying policy within the school.

All records will be maintained in line with relevant data protection legislation and guidance.

## **Section 11 Professional Development**

As a school, we recognise the importance for the need for appropriate training for all staff. This will include, as relevant, the following:

- A commitment to ensuring that all staff are provided with opportunities for relevant, professional development as part of the school's CPD provision.
- Ensuring that opportunities for safeguarding training are afforded to Governors and all staff.

## **Section 12 Monitoring and Review**

To appropriately monitor the effectiveness of this policy, the Board of Governors shall, following its initial ratification:

- Maintain a standing item on the agenda of each meeting of the Board of Governors where a report on recorded incidents of bullying are noted.
- Identify, as relevant, any 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 policy, from its initial ratification, will be reviewed every 4 years, through the agreed process of consultation with stakeholders.

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of other related policies, including:

- Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- E-safety and Acceptable use of the Internet Policy
- Staff Code of Conduct
- Mobile Phone Policy

Last Review September 2025

Next Review September 2029