

Enniskillen Integrated Primary School



Anti-Bullying Policy

Ratified by Board of Governors:

As per statement on Website

Review Date: **Term 1 2025** (or before if an incident highlights the need for review or if directed by DE and in light of new guidance)

Reviewed Term 3 2021 in preparation for implementation of Anti-Bullying Act (2016) on 1st September 2021

Reviewed Term 1 2022 because of parent, pupil, and staff consultation

Section 1 – Introduction and Statement

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

Section 2 – Context

Our policy has been reviewed and developed in the following context:

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 \(DE, 2017\) Updated September 2019](#)
 - [Co-operating to Safeguard Children and Young People in Northern Ireland \(Dept. of Health, Social Services and Public Safety, 2016\)](#)
 - [Safeguarding Board for Northern Ireland Policies and Procedures \(SBNI, 2017\)](#)

The International Context

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

The key points to note are:

- * 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 (e.g. school trip)

- ! When receiving education organised by school but happening elsewhere (e.g. in another school in the ALC)
- 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)

Section 3 – Ethos and Principles

The following sets out our ethos and principles that underpin our school:

- * 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.

Section 4 – Consultation and Participation

We have developed our policy through the following consultation:

- * Staff survey for all staff, teaching and non-teaching
- * Representative members of staff involved in writing anti-bullying policy
- * Class-based activities
- * Whole school pupil questionnaires
- * Whole school parent questionnaires
- * Engagement meeting with our Anti-Bullying Ambassadors

Section 5 – What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 provides a legal definition of “bullying”:

1.— (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 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.

Enniskillen Integrated Primary School believes:

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.

We also believe that whilst bullying is usually repeated behaviour, there are instances of one-off incidents that we as a school will consider as bullying.

When assessing a one-off incident, to make a decision on whether to classify it as bullying, our 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 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:

- * 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 (e.g. 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 behind bullying, including those named in the Act. These include, but are not limited to:

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

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, we will not refer to a child as ‘a bully’, nor will we refer to a child as ‘a victim’. Instead, we will refer to the child describing the situation surrounding that child, for example:

- * A child displaying bullying behaviours
- * A child experiencing bullying behaviours

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

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.**

Section 6 – Preventative Measures

- * Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- * Promotion of anti-bullying messages through the curriculum e.g. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion – **Keeping Safe Programme**
- * Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU/PD/LLW (e.g. sectarian, racist, homophobic, transphobic, disablist, etc.)
- * Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- * Through the preventative curriculum actively promote positive emotional health and wellbeing (e.g. mindfulness training)
- * Participation in the NIABF annual Anti-Bullying Week activities
- * Engagement in key national and regional campaigns, e.g. Safer Internet Day
- * Development of peer-led systems (e.g. **School Student Council and our Anti-Bullying Ambassadors**) to support the delivery and promotion of key anti-bullying messaging within the school
- * Development of effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches,) and provision of a variety of play option to meet the needs of all pupils – **Playground Buddies**
- * Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- * Development of effective strategies for the management of unstructured times (e.g. break time, lunch)
- * Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example sporting activity, creative arts, leisure and games, etc.

Preventative Measures on the way to and from school:

- * Development of a culture where our 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 to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. This may include the implementation of peer monitoring systems on buses and for those walking.

- * Regular engagement with transport providers (e.g. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- * Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (e.g. local shops, cafes, service providers, residents, etc), including information on how to raise any concerns with the school.
- * Appropriate deployment of staff to support the transition from school day to journey home (e.g. staff duty at school gate/bus stops, where appropriate)

Enniskillen Integrated Primary School raises awareness of the nature and impact of online bullying and supports our pupils to make use of the internet in a safe, responsible and respectful way by:

- * Addressing key themes of online behaviour and risk through PDMU, including understanding how to respond to harm and the consequences of inappropriate use. – **Keeping Safe Programme, Internet Safety Lessons Term 2**
- * Participation in Anti-Bullying Week activities.
- * Engagement with key statutory and voluntary sector agencies (e.g. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- * Participation in annual Safer Internet Day and promotion of key messages throughout the year.
- * Development and implementation of robust and appropriate policies in related areas (e.g. Acceptable Use of the Internet Policy, Filtering and Blocking Policy, Mobile Phone Policy, Connected Devices Policy, etc.)
- * Using the 360 Self-evaluation tool to monitor and evaluate

Section 7 – Responsibility

Everyone in our school community, including pupils, their parents/carers and our 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 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

Section 8 – Reporting a Bullying Concern

Pupils Reporting a Concern

In Enniskillen Integrated Primary School our pupils can:

- * Verbally- talk to a member of staff
- * Verbally talk to an Anti-Bullying Ambassador
- * Verbally talk to a Playground Buddy
- * Post a comment in a ‘worry box’

Any pupil in our school can raise a concern about bullying behaviour, not just the pupil who is experiencing the behaviour. Our message is: get help’ rather than ‘telling.’

Parents/Carers Reporting a Concern

In Enniskillen Integrated Primary School our Parents/Carers can:

- * In the first instance, report all bullying concerns 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 Head of Key Stage or Vice-Principal.
- * Where the parent is not satisfied that appropriate action has been taken by the Head of Key Stager/Vice-Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, our school’s Complaints Procedure should be followed.

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

Section 9 – Responding to a Bullying Concern

In Enniskillen Integrated Primary School our staff shall:

- * Clarify facts and perceptions
- * Check records (SIMS)
- * Assess the incident against the criteria for bullying behaviour
- * Identify any themes or motivating factors
- * Identify the type of bullying behaviour being displayed
- * Identify intervention level
- * Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource
- * Track, monitor and record effectiveness of interventions
- * Review outcome of interventions
- * Select and implement further intentions as necessary

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

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

Section 10 – Recording

Our school will centrally record all relevant information related to reports of bullying concerns, including:

- * ***how the bullying behaviour was displayed (the method)***
- * ***the motivation for the behaviour***
- * ***how each incident was addressed by the school***
- * ***the outcome of the interventions employed.***

Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within our school.

Section 11 – Professional Development of Staff

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

Section 12 – 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 Term 1 2022.

Section 12 – Links to Other Policies

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

- * Positive Behaviour Policy
- * Pastoral Care Policy
- * Safeguarding and Child Protection Policy
- * Special Educational Needs Policy
- * Health and Safety Policy
- * Relationships and Sexuality Education
- * E-Safety Policy & Acceptable Use of Internet Policy
- * Mobile Phone Policy
- * Educational Visits
- * Staff Code of Conduct