



**N E W C A S T L E**  
P R I M A R Y S C H O O L  
& N U R S E R Y U N I T

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# **Anti-Bullying Policy**

## **October 2018**

Review Date: Oct 2020

**Updated May 2019**

## **MISSION STATEMENT**

*We seek to provide a happy and caring learning environment for each child. We hope that by helping them fulfil their potential, celebrating their achievements, respecting their differences and encouraging mutual respect for others, we will foster self-esteem and provide a sound foundation for their future life.*

This Anti-Bullying policy reflects the school mission statement with a view to providing a safe and enriched environment where success is celebrated and the pursuit of excellence is emphasised.

In Newcastle Primary and Nursery Unit the welfare and protection of each child is central to our work. It is our ultimate aim that every pupil has the basic right to receive their education free from pain, humiliation, fear and abuse whether physical or verbal. (Article 19 United Nations Convention on the Rights of the Child)

The school aims to foster values of tolerance and mutual respect through promoting the self-esteem of all members of the school community. In Newcastle Primary School and Nursery bullying is contrary to the school ethos. We recognise that bullying is a concern for all of us, including pupils, non-teaching staff, parents and governors.

## **AIMS**

The aims of this policy are to:

- Prevent or reduce bullying in any form
- Adopt a consistent approach to dealing with incidents of bullying
- Create an emotionally safe environment where positive relationships can develop.
- Ensure that all pupils, parents, staff, B.O.G and the wider community are aware of this policy and their roles and responsibilities in contributing to its success.

This policy has been developed consistent with The Education and Libraries (Northern Ireland) Order 2003 and DE Circular 2003/2013- Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003.

Specific articles of the legislation referring to the welfare and protection of pupils include the following:

Article 17 - Duty to Safeguard and Promote the Welfare of Pupils

Article 18- Child Protection Matters

Article 19- School Discipline: Measures to Prevent Bullying

"Pastoral Care in Schools: Promoting Positive Behaviour "(2001)

## "Pastoral Care in Schools: Child Protection" (1999)

The Disability Discrimination Act 1995

The Special Educational Needs and Disability Act (NI) Order 2016 (SENDO)

The Addressing Bullying in Schools Act (NI) 2016

### Links between this policy and other school policies.

Pupil welfare embraces all aspects of pastoral care, including child protection, pupil behaviour, health and well-being, safety and security. Our duty to safeguard and promote the welfare of pupils is addressed through our other school policies such as Positive Behaviour and Discipline Policy, Pastoral Care, E Safety Policy, Safe Use of the Internet Policy and Child Protection.

#### Definition of Bullying

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 a group of pupils, with the *intention of causing physical or emotional harm* to that pupil or group of pupils.

(\*) "act" includes omission.

The Northern Ireland Anti-Bullying Forum (NIABF) defines bullying as behaviour, that is usually repeated, by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others

#### A One-Off Incident

- ▶ While repetition is internationally recognised as an important element in establishing bullying behaviour, the "Addressing Bullying in Schools Act 2016" does not require repetition for behaviours to be defined as bullying. The school has the discretion to define one-off acts as bullying behaviour if we feel the situation causes significant emotional/ and physical harm and where there is evidence of premeditation. These decisions will be discussed within the Safeguarding Team and in consultation with EA as appropriate.

## PRINCIPLES- RESPOND, RESOLVE AND RESTORE

- Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear.
- The welfare/well-being needs of all children are paramount and pupils' needs (whether child displaying bullying behaviour or targeted pupil) need to be separated from their behaviour.
- Pupils **who experience bullying behaviour** will be listened to and supported.
- Pupils who **display** bullying behaviour will be listened to and encouraged to accept responsibility and change their behaviour.
- Staff will receive awareness- raising training regarding bullying prevention including effective, appropriate strategies for intervention.
- Where a concern arises, staff will receive on-going support from The Safeguarding Team.
- Parents will be made aware of our school's practice to prevent and to respond to concerns through parent information leaflets, consultation and where necessary, their active participation in partnership with the school to resolve concerns involving their child.

## THE PROCESS OF PARTICIPATION AND CONSULTATION

Under legislation The Board of Governors and Principal are required to consult with pupils, parents and staff regarding positive behaviour and bullying prevention measures which must be in place. We have met this requirement through the following ways:

### Examples:

- *Parental survey in June 2018 on behaviour and anti-bullying*
- *Class based discussion of school rules to negotiate and agree a Code of Conduct for Positive behaviours within class / group. (class and school rules)*
- *Awareness raising programme through PDMU Curriculum, involvement in Anti-Bullying Week and Keeping Safe Program.*
- *Ongoing Professional Development and support for staff (School Based Training)*
- *Monitoring effectiveness of our Anti Bullying Policy - by collecting data and maintaining records (K Stewart)*
- *Formal review / update of policy (every 2 years or as required), formally ratified by the Board of Governors.*

## Unacceptable Behaviour

Bullying is a form of unacceptable behaviour, but not all unacceptable behaviour can be considered bullying.

### Bullying usually has three key elements:

- It is usually *repeated* behaviour that happens over a period of time.
- It usually involves an *imbalance of power*
- It is *intentionally* harmful behaviour.

Not all unacceptable behaviour is bullying behaviour. Behaviours such as name calling, being hit or punched, being excluded or isolated are unacceptable and, when not assessed as bullying, should be addressed through the school's Behaviour Management Policy.

The Safeguarding team will give due consideration to each individual case, taking account of any individual pupil's developmental age or capacity to understand the impact of their behaviours.

In the context of the bullying criteria we define harm as:

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

### Methods of Bullying:

1. Physical bullying -includes jostling, physical intimidation, punching/kicking, any other physical contact which may include use of weapons
2. Verbal bullying- includes name calling, insults, teasing, jokes, threats, racial/sectarian remarks, spreading rumours
3. Electronic-includes misuse of e-mails, images, text, blogs, tweets etc. intended to hurt/embarrass/demean/harass/provoke or humiliate another.
4. Written - (may be linked to electronic bullying)
5. Omission- where a pupil is deliberately left out (e.g. they stopped him playing with them) and where there is a wilful failure to include a pupil. (e.g. they purposefully did not ask him to join the game.)

*This list of behaviours is non-exhaustive and allows for new behaviours to be added.*

These categories may be inter-related.

### Signs of stress which may indicate Bullying.

- Child's unwillingness to attend school/ lateness/erratic attendance.
- Avoidance, hanging back from playground or staying late at school.
- Deterioration of work or mislaid books, money, equipment or belongings/ underachievement.
- Spurious illness/nonspecific pains, headaches, tummy upsets, withdrawn, loss of appetite.
- Nail biting/ flinching/ jumpiness/ forgetfulness/ distractibility.
- Impulsive hitting out/out of character temper, flare up or restlessness/sudden aggressiveness.
- Stresses manifested at home- bed wetting/ insomnia/ nightmares /restlessness and irritability.
- Reluctance to sit beside or near certain pupils/ hesitant to walk home.

*(N.B. whilst these behaviours may be symptomatic of other problems - bullying behaviour may be one reason)*

### STRATEGIES TO PREVENT OR REDUCE BULLYING

Newcastle Primary School and Nursery Unit has established and will maintain the following strategies to prevent and reduce bullying behaviour.

#### PROACTIVE STRATEGIES - to ensure awareness is raised

- Promote school ethos at all times (Telling/Listening /Responding school)
- Awareness of Rights and Responsibilities.
- Recognise and reward good behaviour.
- Addressing bullying behaviours through the curriculum.
- Ensure all staff, parents, pupils and school community are aware of the school Code of Conduct as set out in the Child Protection Policy.
- School assemblies- addressing bullying and providing Anti- Bullying strategies.
- Vigilant supervision- playground/ general school environment.
- Consultation with the School Council.
- Use of PDMU lessons/ circle time/story time.
- Promotion of playground friends/ adult supervisors/Empowering bystanders.
- Questionnaires.
- Good parental communication and raising awareness through parent information leaflets and via N.P.S website. ( [www.newcastleps.com](http://www.newcastleps.com) )
- Awareness of national Anti- Bullying Week (in November each year.)

- Use of outside agencies – which may include, NSPCC, Childline and Behaviour Support Team.
- Staff training/ effective communication.

### **REACTIVE STRATEGIES**

The following steps will be taken when dealing with incidents:

- RESPOND – if bullying is suspected or reported the incident will be dealt with immediately by the member of staff who has been approached. Reports will be taken seriously. (RESTORATIVE QUESTIONING)
- RESOLVE – attempts will be made to resolve the situation quickly (intervention levels according to NIABF). Steps will be taken to ensure the child feels safe and secure.
- Significant incidents will involve further **clarification** and RECORDING. A clear account reported to the appropriate members of staff i.e. class teacher, Senior Teacher /Principal/ Designated Teacher for Child Protection and Safeguarding.
- Significant or reported incidents will require parents to be informed and cases of assault will require other outside agencies.
- Disciplinary measures /sanctions, which are proportionate and clearly set out in the Behaviour Management Policy, will be explained and used.

### **RESPONSIBILITIES OF ALL STAKEHOLDERS**

#### **The Responsibilities of Staff**

Our staff will;

- Foster in our pupils self-esteem, a sense of their rights and their responsibilities to others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying behaviour with all classes, so that every pupil learns about the damage it causes to both the pupil who is **experiencing bullying behaviour** and the pupil who **displays bullying behaviour**.
- Emphasise the importance of telling a trusted adult about bullying behaviour when it happens or is observed.
- Be alert to signs of distress and other possible indications of bullying behaviour.
- Listen to children who have **experienced bullying behaviour**, take what they say seriously and RESPOND appropriately.

- Follow up any complaint by a parent about bullying and report back promptly and fully on the action which has been taken.
- Record socially unacceptable behaviour/ bullying behaviour on SIMS.
- Staff MUST record:
  - Incidents or alleged incidents on SIMS.
  - WHERE the incident occurred
  - The MOTIVATING factors/ underlying themes
  - The METHODS (i.e. verbal, written or electronic or any combination of these.)
  - Information about HOW the incident was addressed
- The Safeguarding Team is responsible for deciding whether alleged incident/s are responded to through the Anti-Bullying policy or through another policy; e.g. Behaviour Management Policy.

### The Responsibilities of Pupils

- Refrain from becoming involved in any kind of bullying.
- Follow the rules of the school.
- Treat all pupils, teachers and other staff with respect.
- Report to a member of staff /ancillary staff any witnessed or suspected instances of bullying.
- To dispel any climate of secrecy and help to prevent further instances.
- Respect school property and the property of others.
- Anyone who becomes the target of children displaying bullying behaviour should know to NOT SUFFER IN SILENCE BUT HAVE THE COURAGE TO SPEAK OUT.
- When outside the school premises, but under the supervision of staff from school or when wearing the school uniform, all pupils of Newcastle Primary School and Nursery Unit are susceptible to our school's Safeguarding policies and procedures. (e.g. in the case of a bullying incident to/from school in the morning/afternoon)

### The Responsibilities of Parents

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

- Watching for signs of distress and unusual behaviour in their children, which might be evidence of bullying behaviour.
- Advising their children to report any bullying to a trusted adult in school; eg class teacher/ classroom assistant 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 form of bullying.



- Ensuring that their child respects and co-operates with teachers, ancillary staff and other pupils.
- Seeing that their child upholds the rules of the school.
- Support all aspects of the school ethos.
- Being sympathetic and supportive towards their children and reassuring them that the appropriate action will be taken.
- Co-operating with the school, if their children are suspected of displaying bullying behaviours, try to ascertain the truth and point out the implications of bullying both for the children who are targeted and for those who are displaying bullying behaviour.
- Contacting the school to report any concerns over bullying behaviour.

### The Responsibilities of the Board of Governors

- Attend Anti-Bullying training
- Consider Anti-Bullying as a standing agenda at every meeting.
- Ensure that policies are designed to prevent bullying involving pupils of Newcastle Primary School and Nursery Unit.
- Ensure that the Anti-Bullying policy is reviewed no less than every 4 years.
- Consult with the principal, pupils, parents and staff on the anti-bullying policy through:
  - Circulating a survey for pupils, parents/carers, teachers and governors to seek and act upon their views.
  - Facilitate an engagement event for parents/carers to seek and act upon their views (e.g PTA)
  - Facilitate an engagement event for pupils to seek and act upon their views in a meaningful way. (e.g. School Council or through a pupil survey)

In Newcastle Primary School all stakeholders will endeavour to work together to combat bullying behaviour and aim to eradicate it altogether.

## PROCEDURES FOR DEALING WITH BULLYING

Each case of bullying in N.P.S. will be dealt with individually and follow up action will be tailored to meet the individual needs of the pupils concerned.

The following steps will be adhered to;

### STEP 1: Reporting an incident

- **RECORD** - on C2K 'Behaviour Management Module' (SIMS) socially unacceptable behaviour, if behaviour is persistent, record on 'Bullying Concern Assessment Form' (BCAF) and save to a secure file within the school's C2K system. If a parent reports a concern, a BCAF will be recorded and assessed by the Safeguarding Team.
- **Stay CALM.** -CLARIFY the situation- listen to concerns. Identify those involved in the bullying incident.
- Give each pupil the opportunity to talk. (level 1 interventions NIABF)
- **DISCUSSION**- will focus on AGREEING ON A PLAN FOR RESOLUTION to stop the bullying reoccurring.
- Staff will remain NEUTRAL and avoid direct closed questions. Discuss how to put their proposals into action
- **INFORM** other appropriate members of staff e.g. Safeguarding Team
- **MONITOR** the situation and arrange a follow up meeting to find out whether the situation has been resolved/ restored.

### STEP 2 :- If the problem is not resolved staff will:

- Select some interventions from levels 2-4 (NIABF) E.G. -small group interventions, circle time, The Support Group Method, an individual behaviour support plan (COP Stage 2/SENCO)
- Contact parents if necessary at any stage of the procedures, depending on the seriousness of the bullying behaviours e.g. phone call, letter or request an interview by class teacher/ Safeguarding Team etc.
- More complex and serious bullying issues may involve additional advice / support from E.A Services, external agencies- PSNI and gateway teams.
- Implement the hierarchy of sanctions (refer to Behaviour Management Policy/SEN Policy)
- **RECORD** factual details as appropriate using Behaviour Management Module. (SIMS)

### STEP 3-Reviewing the situation

- All incidents of bullying will be monitored and formally reviewed within one month of the initial report.

### PROFESSIONAL DEVELOPMENT OF STAFF

- All staff / ancillary staff will be trained using the "School Based Training (T4T resource from NIABF).
- All pupils to watch video to aid them to combat bullying. (NIABF)

### MONITORING AND REVIEW OF POLICY

*This policy will be reviewed by Mrs K Stewart and ratified by the Board of Governors.*

*The policy should be dated as a reminder as to when it was last reviewed.*

*K Stewart October 2018*

*Updated to legally comply with "Addressing Bullying in Schools Act 2016"*

*K Stewart May 2019*

### USEFUL WEBSITE & TELEPHONE NUMBERS

Department of Education [www.deni.gov.uk](http://www.deni.gov.uk)

Northern Ireland Anti bullying Forum [www.niabf.org.uk](http://www.niabf.org.uk)

[www.thinkuknow.org](http://www.thinkuknow.org)

Childline NI 08001111

NSPCC (Fullstop) campaign 0808 800 5000

### APPENDIX AND REFERENCES

- Levels of intervention
- Bullying Concern Assessment Form
- DE Circular 2003/2013

- DE Circular 2011/22 Guidance on Cyber Bullying
- Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003 The Education and Libraries (Northern Ireland) Order 2003
- The Education and Libraries (Northern Ireland) Order 2003
- Article 17- Duty to Safeguard and Promote the Welfare of Pupils
- Article 18- Child Protection Matters
- Article 19- School Discipline: Measures to Prevent Bullying
- Article 12 and 19- United Nations Convention on the Rights of the Child(1992,
- Pastoral Care In Schools :Promoting Positive Behaviour (2001)
- Pastoral Care In Schools: Child Protection (1999)
- Northern Ireland Anti-Bullying Forum Resource
- **General Data Protection Regulation (2018)**
- **Safeguarding and Child Protection in Schools: A Guide for Schools (2017)**
- **Addressing Bullying in Schools Act NI (2016)**