



Anti-Bullying Policy

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1 Introduction/Rationale

At Moneymore Primary School & Nursery Unit we believe all forms of bullying behaviour are unacceptable. We consider that all pupils have the right to learn in a safe and supported background. This learning environment should be devoid from the threat of emotional or physical harm.

The school aims to promote positive relationships and endeavours to provide an educational setting which is interactive and engaging. The school recognises that this includes pupils' short journeys walking to and from school, their experience of school trips and attendance at external school orientated events. In addition to this, the school aims to foster a climate of transparency in which pupils, parents/guardians/carers and staff feel comfortable in reporting bullying behaviours.

2 Ethos & Principles

Moneymore Primary School and Nursery Unit operate within the ethos of non-denominational Christian values and principles

Aims

- Raise awareness and promote understanding of what constitutes bullying behaviour
- Ensure pupils and parents/guardians/carers know how to raise a concern about bullying behaviour
- Ensure an appropriate response to all reported instances of bullying behaviour
- Provide support for pupils who experience bullying behaviour
- Encourage pupils to adopt positive attitudes and behaviour
- Ensure robust monitoring, recording and review procedures are in place in the event of any incidents of bullying behaviour
- Provide updates for staff and governors.

3 Legal Framework

At Moneymore Primary School & Nursery Unit we have based our Anti Bullying Policy on the following legislative and policy guidance:

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 \(DE, 2017\) -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 \(SBNI, 2017\)](#)

4 Definition and its Related Understanding

At Moneymore Primary School & Nursery Unit we take the legal definition of bullying from, “The Addressing Bullying in Schools Act (Northern Ireland) 2016”:

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.

The term ‘omission’ can, in certain circumstances be classified as an ‘Act’.

The School’s Understanding and Interpretation of the Definition

In adopting the definition noted above and the phrase, ‘**is not limited to**’, Moneymore Primary School & Nursery Unit recognises that the terms ‘repeated use’ or ‘persistent’, will generally be required to denote an act of bullying. However, we also recognise that a significant and serious one-off incident may require the implementation of this policy.

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

- ✦ ***severity and significance of the incident***
- ✦ ***evidence of pre-meditation***
- ✦ ***impact of the incident on individuals (physical/emotional)***
- ✦ ***impact of the incident on the wider school community***
- ✦ ***previous relationships between those involved***
- ✦ ***any previous incidents involving the individuals***
- ✦ ***cognitive and SEN ability will also be assessed.***

The school staff will undertake to discuss the following questions:

- Does the school recognise that the action of the pupil displaying alleged bullying behaviour was **intentional**?
- Does the school believe there was a significant level of **harm** intended from one pupil to another through this action?

- Does the pupil have a **capacity to understand** the impact and consequences of their behaviour?
- Was there any perceived or actual **imbalance of power** between the pupil(s) displaying bullying behaviour and those experiencing it, e.g. physical, psychological and/or intellectual?

The school understands the term, '**omission**' to be defined as, when a pupil has been deliberately left out of a school based activity and there is an **intentional** attempt to cause embarrassment, pain or discomfort. This term requires clear evidence of a failure to include a pupil on a regular basis for it to be construed as bullying.

Moneymore Primary School & Nursery Unit recognises that 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. Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.

5 How to Report a Concern

Any pupil, parent/carer or member of the school community, who has a concern about bullying behaviours, involving children should report it to the class teacher, Vice-Principal or Principal. This can be done in person or in writing.

Any alleged bullying behaviour concerns involving member(s) of staff should be directly addressed to the Principal in writing, through the School Complaints Policy. If the behaviours are linked to the Principal, then information should be forwarded to the Chairman of the Board of Governors in writing.

6 Factors that Create Bullying

There are many factors which may motivate a pupil to display bullying behaviours towards another student(s). Examples of these include, but are not limited to:

- Physical appearance
- Academic ability
- Learning difficulties
- Age
- Family circumstances
- Disability
- Social/economic status
- Material possessions
- Looked After Child status
- Political opinions /Religious beliefs
- Racial group
- Gender/Sexual orientation

7 Possible Bullying Behaviours (not limited to)

The following unacceptable behaviours on or off the school premises (i.e. school trips, short journeys to and from school or attended courses at alternative venues), 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
- * making threats to others
- * calling another pupil mean and hurtful names
- * telling lies or spreading false rumours about others
- * trying to make other pupils dislike another pupil/s

- **Physical acts**

- * Hitting (including using an item/object/weapon)
- * kicking
- * pushing/ shoving
- * spitting
- * nipping
- * material harm, such as taking/stealing money or possessions or causing damage to possessions

- **Omission (Exclusion)**

- * Deliberately and repeatedly leaving someone out of a game
- * Deliberately and repeatedly refusing to include someone in group work

- **Electronic Acts (PARENTAL RESPONSIBILITY OFF SITE),**

- * 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.

***Whilst these lists are not exhaustive, Moneymore Primary School & Nursery Unit recognises that the behaviours listed may fit the definition and be considered bullying behaviour. ***

8 The Board of Governors

This act places a duty on the Board of Governors (B.O.G.) to put in place measures to prevent bullying behaviour, in partnership with pupils and parents.

The Board of Governors will follow the guidelines from, “The Addressing Bullying in Schools Act (Northern Ireland) 2016”.

The Board of Governors will:

- (1) (a) ensure that policies designed to prevent bullying at the school are pursued;
- (b) determine the measures to be taken at the school (whether by the Board of Governors, the staff of the school or other persons) with a view to preventing bullying:

- (i) on the premises of the school during the school day;
- (ii) while travelling to or from the school within the times permitted:

- 8.05-8.15am (for those pupils attending 'Breakfast Club')
- 8.30-8.40am (for those pupils attending a normal school day)
- 3.00-3.10pm (for those pupils leaving school after a normal school day) or
- 4.00-4.10pm (for those pupils attending an after school club);

***The school notes that as there is no school supervision during the times listed above, incidents may relate to the 'word' of one pupil or adult against another. This may lead to insufficient evidence being available for a decision to be made in relation to bullying. ***

(iii) while the pupil is in the lawful control or charge of a member of the staff of the school;

(iv) while the pupil is receiving educational provision on behalf of the school which is provided elsewhere than on the premises of the school;

(c) review those measures noted above-

(i) at intervals of no more than 4 years;

(d) before determining or revising those measures, consult (in such manner as appears to be appropriate) the principal and the registered pupils at the school and the parents of those pupils;

(e) in determining or reviewing those measures, have due regard to any guidance given by the Department of Education;

(f) prepare a written statement/policy of such measures and secure that—

(i) a copy of that statement is given or otherwise made available, free of charge and in such form as the Board of Governors considers appropriate, to the parents of all pupils at the school and to the staff of the school; and

(ii) copies of the statement are available for inspection at the school at all reasonable times, free of charge and in such form as the Board of Governors considers appropriate;

(2) The Board of Governors of a grant-aided school may, to such extent as it thinks reasonable, consider measures to be taken at the school (whether by the Board of Governors, the staff of the school or other persons) with a view to preventing bullying involving a pupil at the school which—

(a) **involves the use of electronic communication;** (*see note below)

(b) takes place in circumstances other than those listed in subsection (1)(b); and

(c) is likely to have a detrimental effect on that pupil's education at the school.

***As primary school pupils are under the age of 12, it is the responsibility of parents/guardians to be fully aware of what their child is doing 'online', out of school and the age restrictions that are evident for social media applications. The school's duty of care will not be used, in situations where pupils behave inappropriately on platforms**

outside of school, as this is a responsibility of parents. Should instances of online bullying and abuse be reported to the school by concerned parents, we will advise those parents on how to report the incident to the appropriate authorities i.e. PSNI. If evidence of aspects of bullying become integrated into school life, then we will play an active role. It is a requirement of parents to keep their child safe from internet bullying, whilst at home. *

9 Recording Information

Incidents of alleged bullying behaviour reported to the school must be recorded. This will be done by the class teacher, Vice-Principal or Principal.

Duty to keep a record of incidents of bullying

- (1) The Board of Governors must ensure that a record is kept of incidents of bullying or alleged bullying involving a pupil at the school that occur—
 - (a) on the premises of the school during the school day;
 - (b) while travelling to or from school, during the school term, within the times of the school day
 - (c) while the pupil is in the lawful control or charge of a member of the staff of the school; or
 - (d) while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere.
- (2) A record must—
 - (a) state what, from the circumstances, appears to be the motivation of the incident;
 - (b) state the method of bullying,
 - (c) include information about how the incident was addressed.

The purpose of recording information is to promote and sustain a safe and effective learning environment for all. This information enables the school to:

- Identify patterns of behaviour
- Promote inclusive practice by identifying and meeting the needs of individuals and groups
- Evaluate the effectiveness of positive behaviour management strategies
- Ensure that intervention, strategies and procedures are implemented effectively to track instances of bullying behaviour.

10 Consultation and Participation

In designing this policy, we have worked with pupils through the following processes:

- Consultative workshops with pupils and outside agencies i.e. Love for Life
- Class-based activities/circle time
- School questionnaires distributed to KS1 and KS2 pupils (paper)

- Creation of a reference group of pupils, e.g. the School Council

We have worked with parents/carers through the following processes:

- Information events with parents/carers i.e. P1 Intake and Parent Information Sessions
- Questionnaires distributed to all parents/carers (online/paper)
- Engagement with parent groups, e.g. PTA

We worked with staff members of the school community through the following consultation processes:

- Staff survey for all staff, teaching and non-teaching
- Engagement activity for all staff, teaching and non-teaching
- Representative members of staff involved in writing anti-bullying policy

Moneymore Primary School & Nursery Unit recognises that 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.

11 Roles and Responsibilities of School Community

All who are associated with Moneymore Primary School & Nursery Unit have a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

Governors are responsible for:

- Providing leadership and drive for the development and regular review of the school's policies
- Providing leadership and ensure the accountability of the Principal and senior leadership for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for staff, pupils, parents and all other stakeholders
- Congratulate examples of good practice from the school
- Ensure a consistent response to incidents
- Ensure that the school carries out the statutory duties

Principal is responsible for:

- Initiate and oversee the development and regular review of policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all stakeholders
- Ensure that staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Provide appropriate role models for all staff and pupils
- Provide opportunities and mechanisms for the sharing of good practice

- Take appropriate action in cases of bullying and ensure a consistent response to incidents
- Ensure that the school carries out its statutory duties effectively

Staff are responsible for:

- Proactively following this policy and any associated guidelines
- Providing role models for pupils through their own actions
- Dealing with incidents of bullying and negative behaviour
- Promoting positive behaviour and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief or socio-economic circumstances.

Pupils are responsible for:

- Treating others kindly and fairly without prejudice, discrimination or harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Telling staff about any bullying related incidents that occur.

Parents are responsible for:

- Supporting our school in its implementation of this policy
- Following and understanding the school policy through their own behaviour
- Ensuring their children attend and engage in the learning.

Overseeing the Policy

Responsibility for overseeing practices in the school lies with the Principal and Board of Governors.

Responsibilities include:

- Co-ordinating and monitoring work
- Dealing with and monitoring reports of bullying
- Monitoring the progress of pupils and any associated links to bullying
- Monitoring exclusion or omission of pupils on a repeated basis.

12 Breaches of the Policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Principal and Education Authority/Department of Education. Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure.

13 Monitoring and Evaluation

As part of the school monitoring and evaluation procedures, we will monitor:

- The attainment of pupils and address any issues of differential progress and achievement in relation to bullying.
- The exclusion and other aspects of the behaviour management system.
- The teaching and learning to ensure all pupils' needs are met taking into account any background incidents, behaviours and that challenging targets are set for all.
- The curriculum and teaching resources are available to ensure that pupils' experiences are broadened and they are prepared for life in a diverse society.
- The way in which the school is sensitive to, and meets the needs of all stakeholders.
- The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils.

The effectiveness of this policy will be monitored and reviewed in the light of experiences and best practice. This mechanism recognises that changes to legislation might require a review of the policy.

Professional Development

All staff at Moneymore Primary School & Nursery Unit will have opportunities to meet their professional development needs. This includes staff across all sections and support that will be provided to meet their training needs as outlined in our School Development Plan. New and temporary staff will be made aware of our Anti-Bullying Policy and other practices in relation to this.

Linked Documents:

School Complaints Policy
E-Safety Policy
Pastoral Care Policy
Positive Behaviour Policy
Safeguarding Policy
Critical Incident Policy
Special Educational Needs & Inclusion Policy
Suspension & Expulsion of Pupils Policy

Policy Review

Legislation requires the school to review its Anti-Bullying Policy at least every four years.

Abbreviations

B.o.G.	-	Board of Governors
N.S.P.C.C.	-	National Society for the Protection of Cruelty to Children
P.S.N.I.	-	Police Service of Northern Ireland
P.T.A.	-	Parent Teacher Association
S.E.N.	-	Special Educational Needs

Appendix 1

Bullying Concern Assessment Form

1.

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:

The school will treat any incident which meets these criteria as bullying behaviour.

Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

2.

Yes the above criteria have been met and bullying behaviour has occurred.	NO the above criteria have not been met and bullying behaviour has not occurred.
The criteria having been met, proceed to complete, 'Bullying Concern Assessment Form' part 3.	The criteria having not been met, proceed to record the details of the inappropriate behaviour and the sanctions imposed. Continue to track and monitor the behaviour to ensure it does not escalate.

3.

Incident Date:	Pupils Involved:	Class:
Incident Report (where, why, when, who witnessed):		

Teacher's Signature:

VP/Principal's Signature:

Parents Informed

OVERVIEW ILLUSTRATING THE PROCEDURES INVOLVED WHEN SUPPORTING PUPILS WHO ARE EXPERIENCING (Target) OR DISPLAYING BULLYING OR ALLEGED BULLYING BEHAVIOURS

Behaviour reported as alleged bullying

Maintain clear chronological digital record keeping – follow EA guidelines for schools when using the SIMS Behaviour Management Module or other system for recording behaviour (EA website) – Where a young person is educated on a different site, ensure there is effective information share processes in place for accountability.

Ensure staff plan of action complies with the relevant legislation and guidelines such as: The Children (NI) Order (1995), Code of Practice (1996), Pastoral Care in Schools: Promoting Positive Behaviour (2001), Welfare and Protection of Pupils Education and Libraries (NI) Order (2003), The Education (SDP) Regulations NI 2010, SEN Resource File 2011, SEND Act (NI) (2016), Addressing Bullying in schools Act (NI) (2016), Safeguarding and Child Protection in Schools: A Guide for Schools (2017), EOTAS Centre's Guidance in the Use of SIMS (2017), ETI Safeguarding Proforma, GDPR (2018), Self-Evaluation Framework ISEF (2017), Current ETI Safeguarding Proforma, GDPR (2018).

Process to be followed

Record an initial Bullying Concern incident in SIMS and create the BCAF for that incident. In every case a Bullying Concern Assessment Form is initiated and attached as a linked document in SIMS at the end of the process

Current Incident → Gather information and access information on SIMS Behaviour Module → Check for Previous Incident(s) – refer to SIMS reports (BMM)

Part 1 of Bullying Concern Assessment Form (BCAF) is completed in Word and saved to a private folder

Parents/Carers are engaged and kept informed
Update BCAF

Alleged behaviour **DOES NOT MEET** the criteria of bullying behaviour:
Update the SIMS Bullying Concern status and attach the BCAF with Part 1 completed

The appropriate pastoral staff use the information gathered against the criteria derived from the legal definition to determine the nature of the alleged behaviour through completing Part 1 and Part 2 BCAF (BMM/ SIMS)

Alleged behaviour **DOES MEET** the legal definition of bullying behaviour: **Complete Part 2 BCAF Update the SIMS Bullying Concern Status**

Parents/Carers are engaged and kept informed
Update BCAF

Proceed to **Positive Behaviour Policy**
Record the behaviour incident in SIMS

Select and record appropriate intervention(s) and actions. See DENI SEN Resource File: Understanding and Managing SEBD (2011)
Update BMM/SIMS

Apply appropriate consequences and implement restorative intervention(s)

Continue with the **Anti-Bullying Policy**

Select and record appropriate intervention(s) and actions: See **NIABF Effective Responses to Bullying Behaviour (ERBB)(2013) Update BCAF**
SEE PART 3

Interventions should be implemented to reduce the level of unacceptable behaviour(s) to ensure behaviour does not move into bullying behaviour:
Update BMM/SIMS/digital record

External, multi-agency support is required/
Update BCAF

Intervention(s) implemented to strengthen target(s) resilience
Update BCAF Part 3 (a)

Intervention(s) implemented to reduce unacceptable bullying behaviour/s:
Update BCAF Part 3 (b)

External, multi-agency support is required/
Update BCAF

Together staff and pupils, as part of the CODE OF PRACTICE, track, monitor and assess progress to determine, on the information generated, the efficacy of the intervention(s) and outcomes. Continue review cycle (Part 3 and Part 4) until agreed outcomes are achieved.

Review & Record **OUTCOMES** on BMM/ SIMS

Outcomes used to inform summary reporting to BOG

Review & Record **OUTCOMES** on BCAF (SIMS) Complete Part 4 update the SIMS Bullying Concern and attach the BCAF as a linked document

External, multi-agency support is required/
Update BCAF

'Governors must work in close partnership with pupils and parents in schools to address incidents of bullying'
Addressing Bullying in Schools Act (NI) 2016 statutory Guidance for Schools and Boards of Governors 2019
Bullying statistics discussed regularly at BoG Meetings to identify patterns that inform policy review to meet pupils needs more effectively.

Moneymore Primary School
Incident Report form – Part 1

Child's Name		Child/Children Named
Year Group		
Teacher		
Date		

Person reporting the incident	
To who reported	
Location of incident	

Nature of Concern							
Physical Bullying		Verbal Bullying		Emotional/Non- Verbal Bullying		Cyber Bullying	
Hitting / Punching		Teasing / name calling		Leaving people out		Offensive text messages	
Pinching / Scratching		Making offensive remarks		Spreading rumours		Offensive emails	
Kicking, pushing, tripping		Insulting someone		Excluding someone		Online game abuse	
Spitting		Threatening someone		Making fun of someone		Facetime / skype etc abuse	
Damaging / stealing property		Repeated teasing		Stopping people from befriending someone		Chatroom abuse	
Throwing objects		Intimidating someone		Excluding someone		Social media abuse	
Other _____		Other _____		Other _____		Other _____	

Details of Concerns	Actions Taken
	Bullying Yes No
	One-off incident Yes No
	Outcomes / Sanctions

Parents Informed: Yes No

Date _____

Signed _____

Date _____