

**Euston Street P.S.**

**& Nursery Unit**

**Anti-Bullying Policy**

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| **Date the plan came into effect** | **September 2019** |
| **Who is responsible for this document** | **Principal, SLT, SMT, staff, BoG** |
| **Issued to** | **Staff, BOG, parents** |
| **Related Policies** | **Safeguarding/Child Protection, Pastoral Care, Positive Behaviour & Citizenship**  **Code of Conduct, Staff Handbook, SEN, RSE, e:Safety & Acceptable Use** |
| **Reviewed** | **September 2019 Covid-19 September 2020, June 2023** |
| **Review Date** | **June 2025** |

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**Euston Street Primary School & Nursery Unit**

**Anti-Bullying Policy**

**Mission**

*‘Achieving Excellence Together’*

*‘To work together for excellence in: our learning; our school; our community; and our future’.*

Our purpose therefore is to be an excellent school. We continually strive for excellence in every area of school life. To achieve this aim we must always have the right school **vision and values** and these must be at the heart of all that we do, including our School Development Plan.

**Vision**

In order to achieve excellence in each aspect of school life, our vision is:

*'To create a safe, happy learning community. A community where together, we inspire and equip our pupils so that they fulfil their potential, use their talents and follow their dreams now and always.’*

**Values**

We believe that our school is a place where the child is at the centre.

*‘We value kindness, integrity, hard work and mutual respect.'*

Good attendance at school is essential for a pupil’s education and establishes a positive working ethos early in life.

**Introduction**

The purpose of this policy, as with all of our policies, is to support us as we strive for excellence in every area of school life. To achieve this, we must always have the right school **vision and values** and these must be at the heart of all that we do, including our engagement with parents and guardians.

This policy outlines the procedures that are followed when dealing with an issue pertaining to bullying behaviours in Euston Street Primary School and Nursery Unit to ensure that incidents are dealt with and resolved as best possible for all concerned, in a clearly agreed, efficient and sensitive fashion. This policy operates in tangent with the Positive Behavior and Citizenship Policy.

This policy has been developed following training by the Education Authority and in consultation with pupils, staff, parents and Governors.

**Aims of the policy**

**This policy aims to:**

* Define bullying behaviours;
* Identify the school procedures for helping prevent bullying behaviours of dealing with concerns of bullying;
* Identify the school procedures for dealing with concerns of bullying;
* The aims of encouraging positive behaviours and supporting positive relationships can be found in the ESPS Anti-Bullying leaflet.

**The policy has been compiled and implemented through the guidance of the following legislation framework and supporting administrative procedures:**

* The Addressing Bullying in Schools Act (NI) 2016
* The Education and Libraries Order (NI) 2003 (A17-19)
* The Education NI Order 1998 Article 3 – DE 1998/25
* The Education (School Development Plans) regulations (NI) 2010
* The children (NI) Order 1995
* The Human Rights Act 1998
* Health & Safety at work NI Order 1978
* Pastoral care in School: Promoting Positive behavior (DE 2001)
* Cooperating to Safeguard Children and Young People in NI, Dept. of Health, Social Services and Procedures (2017)
* Safeguarding and Child Protection in Schools: A Guide for Schools (DE 2017)
* Safeguarding Board for NI Policies and Procedures (SBNI 2017)
* UN Convention on the Rights of the Child (UNCRC)

**The Addressing Bullying Act NI 2016 directs the following:**

* A legal definition of bullying;
* A duty on the Board of Governors to put in place measures to prevent bullying behaviours, in consultation with staff, pupils and parents;
* A requirement to record all incidents of bullying behaviours and concerns of bullying behavior;
* That the policy be updated at least every 3 years.

**The Act stipulates when the policy should be applied by schools:**

* During school hours Monday to Friday on school premises;
* When travelling to and from school during the school term;
* When the pupil is in lawful control or charge of a member of staff of the school but away from school (e.g. school trip);
* When receiving education arranged by the school on a site other than at school;

**Board of Governors Duty:**

The Education and Libraries Order (NI) 2003 (A17) requires the Board of Governors to, ‘safeguard and promote the welfare of registered pupils’. The Board of Governors commit to reviewed the Anti-Bullying policy at least every 4 years but as required after incidents of bullying behaviours. The Board of Governors will ensure that the school:

* Has a Governor representative for Anti-Bullying;
* Have ‘Concerns of Bullying’ as a standing item in meetings;
* Regularly train staff in Anti-Bullying procedures;
* Consult with pupils and parents about anti-bullying;
* Regularly review and update the Anti-Bullying and other related policies;
* Ensure that the Anti-Bullying, complaints procedures and other related policies are easily accessible and communicated to parents;
* Has a preventative curriculum and anti-bullying culture in place to help prevent bullying;
* Incidents of alleged bullying behaviours are addressed;
* Records of all concerns of bullying are kept.

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwjjkO-i1qfkAhW_SxUIHXc9AyIQjRx6BAgBEAQ&url=http://www.poolhayesprimary.co.uk/unicef-rrs.html&psig=AOvVaw2eRGTmiy-IacDgYQ2t2X-c&ust=1567154143805050)

**UNCRC and Euston Street PS & NU**

Euston Street PS is a Rights Respecting School and promotes the rights of children as defined in the articles of the convention.

Article 3 – My best interests must be a top priority in all things that affect me

Article 6 – I have the right to life and to succeed to the best of my ability

Article 12 – I have the right to voice my opinion and be listened to

Article 19 – I have the right to be protected from all forms of violence and be kept safe

Article 28 – I have the right to learn and go to school

Article 29 – Education must develop me as a person

Article 37 – I have the right to be treated fairly if I break rules

**Principles of promoting anti-bullying and welfare:**

* 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;
* We believe that every child should feel safe and free from bullying behaviours;
* We aim to create a preventative and restorative anti-bullying ethos throughout school;
* We aim to give pupils a voice in school in matters that relate to them;
* We aim to give staff, parents and Governors a voice in how we address bullying behaviors and bullying concerns.

**Useful information, websites and guidance**

https://www.nidirect.gov.uk/articles/dealing-bullying-and-getting-support

http://www.bullying.co.uk/

https://www.childline.org.uk/

www.deni.gov.uk

https://www.nspcc.org.uk/

https://www.thinkuknow.co.uk/

http://www.parentingni.org/parents/helpline/

http://www.familylives.org.uk/ https://www.kidscape.org.uk/

http://www.childrenslawcentre.org.uk/

https://www.nidirect.gov.uk/contacts/contacts-az/northern-ireland-anti-bullying-forum

CHILDLINE NI 0800 1111

NSPCC (Full Stop) campaign 0808 800 5000

**ESPS Safeguarding Team**

The school safeguarding Team is comprised of the following people. It is responsible for managing all issues of Child Protection and Safeguarding including cases of Anti-Bullying. *(Please see Safeguarding Policy for further detail)*



**Golden Rules!**

**Responsibility of Pupils**

As well as enjoying and exercising their rights, pupils also have a responsibility to behave appropriately in relation to school rules and anti-bullying. We also expect pupils to:

* Speak to adults when needed
* Report bullying behaviours, if seen, or on behalf of someone

The Anti-Bulling Policy will work in close tangent with the school’s approach to Positive Behaviour and Citizenship Policy. This policy defines the preventative measures implemented by the school to help ensure the school vision, *'To create a safe, happy learning community. A community where together, we inspire and equip our pupils so that they fulfil their potential, use their talents and follow their dreams now and always.’*

The rewards and sanctions in the Positive Behaviour and Citizenship Policy, are all based on the school Golden Rules. These rules promote positive behaviour and good citizenship.

* **Do be kind and helpful**
* **Do be gentle**
* **Do listen well**
* **Do work hard**
* **Do be honest**
* **Do look after property**

**Responsibility of Parents**

Parents/carers will receive a copy of the Anti-Bullying Policy in Nursery/Year 1 and the school anti-bullying leaflet (abridged policy) each year other than that. The policy is available on the school website and is available form the school office upon request.

The school expect our parents/carers to support the school by:

* Reading school policy
* Reporting concerns or incident od bullying behaviours in a timely fashion
* Sharing strategies with their child to support them in displaying appropriate behaviours and following school rules
* Promoting good discipline in the home including a positive mind-set of education and learning, completing Home Learning, being an attendance H.E.R.O. and living a healthy lifestyle.
* Working supportively with staff & leadership in school if and when they are trying to support pupils displaying bullying behaviours and or pupils
* experiencing bullying behaviours.

**Definition of Bullying**

The Northern Ireland Addressing Bullying in School Act 2016 defines bullying as “(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 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”.

Cyberbullying can be defined as, ‘the use of, ...electronic communication by a pupil or group of pupils against another pupil or group of pupils…”

The act gives school the power to take action to prevent cyber bullying which is taking place outside school but which is likely to have an impact on the pupil’s education in school.

Bullying is unacceptable behaviour in Euston Street. We work hard to prevent and discourage inappropriate behaviours including bullying behaviours. We will react and deal with incidents of bullying behaviour quickly, fairly and consistently. We will inform parents of incidents of bullying behaviours and we would expect their full support.

**Definitions and terminology**

Bullying is an emotive word and it is important that supportive and understanding language is used when dealing with concerns and incidents. A child is not referred to as a **‘bully’** we say the child **‘displaying bullying behaviours’**. Nor is a child referred to as a **‘victim’** we say a child **‘experiencing bullying behaviours’**.

**Perpetrator** is not an acceptable term.

**What is harm?**

**Emotional or psychological harm**. This is distress or anxiety intentionally caused by scaring, humiliating or affecting a pupil’s self esteem.

**Physical harm.** This is the intentional hurting of a pupil causing injuries, bruising, broken bones, burns and ort cuts.

**Intention**

School will aim to determine the intentionality of the act of alleged bullying behaviour. They will consider factors listed below including SEN in terms of pupil’s capacity to understand. If a pupil has a diminished capacity to understand due to a medical or learning need then this will be duly considered.

**Repetition**

Repetition is internationally recognised as the important element in establishing bullying behaviour. Behaviours listed below may be defined as bullying behaviour if there is evidence of this behaviour being repeated towards the same targeted person over a period of time or by number of occurrences. Repetition of bullying behaviour may occur as a one-off incident if information/images are shared using electronic communications. When schools are made aware of bullying concerns they will consider repetition in conjunction with the factors below:

* Repetition is normally associated with bullying behaviours
* Severity and significance of the behaviours;
* Impact of the behaviours;
* Intention (premeditation) of the behaviours;
* Motivation of the behaviours;
* Method of harm (name calling, messages, physical hurt, leaving out);
* Imbalance of power;
* Relationships and any previous incidents involving those experiencing bullying behaviours and those displaying bullying behaviours.
* SEN & attendance

**With regard to one-off incidents and decisions of whether behaviour is bullying behaviour, the school will also consider:**

* Severity and significance of the behaviours;
* Impact of the behaviours;
* Intention (premeditation) of the behaviours;
* Motivation of the behaviours;
* Method of harm (name calling, messages, physical hurt, leaving out);
* Imbalance of power;
* Relationships and any previous incidents involving those experiencing bullying behaviours and those displaying bullying behaviours.
* SEN & attendance

Electronic (Cyber) Bullying behaviour may occur as a one-off incident if information/images are shared using electronic communications. One off incidents will only be deemed as bullying behaviour after a fair, balanced and consistent consideration of the facts and evidence.

**Acts and Unacceptable behaviours (usually repeated, targeted, intentional)**

**Verbal or written acts (including but not limited to):**

* Saying mean or hurtful things, including names, to others;
* Making fun of others;
* Telling lies about others or spreading false or unsubstantiated rumours;
* Encouraging/forcing other pupils to mistreat/dislike another pupil/s.

**Physical acts (including but not limited to):**

Hitting, grabbing, nipping, scrabbing, holding, shoving, punching, biting, kicking, throwing, stealing, damaging property.

**Omission/exclusion acts (emotional) (including but not limited to):**

* Leaving someone out to hurt;
* Refusal to include to hurt or embarrass.

**Electronic acts (including but not limited to):**

* Using online platforms, social media apps or other forms of electronic communication to carry out a written or omission act as outlined above;
* Impersonating someone online to cause hurt or spread unsubstantiated rumours;
* Sharing of images (photos, and or videos) online with or without permission with intent to hurt or embarrass

All lists above are not exhaustive and other behaviours may still be deemed to be bullying behaviours if they fit the descriptions above.

**Imbalance of Power**

Imbalance of power is an important factor for consideration in all concerns of bullying behaviour. ‘Bullying behaviours can involve an imbalance of power, leaving someone to feel helpless to prevent it or put a stop to it.’ (NIABF 2013)

**Motivations**

There may be a variety of unacceptable motivating factors behind bullying behaviours including but not limited to:

Age, appearance, relational, gender, sexual orientation, pregnancy, marital status, race, religion, disability/ability, ‘looked after child’ status, ‘Young Carer status’, SEN, political affiliation, cultural difference, community background and affluence.

**SEN Child Protection Attendance**

SEN, Child Protection and attendance will be considered as factors when ascertaining reasons for and a pupil’s capacity to understand concerns of bullying behaviour.

**Preventative measures**

**Staff training**

In order to ensure that the aims of the policy are adhered to, staff in ESPS receive training on Anti-Bullying and Positive Behaviour & Citizenship each year in August or as required.

**Preventative, child centred, ethos**

The school aims to promote and encourage positive behaviour and relationships at all times. The school also promotes a preventative anti-bullying ethos at all times. Measures include:

* 2 class lessons per year, every year on positive behaviour, anti-bullying, e:safety, safeguarding and pastoral care.
* Road Safety Safeguarding lessons Term 1 each year (pending 2022)
* Assemblies on positive behaviour, anti-bullying, e:safety, safeguarding and pastoral care (including healthy lifestyle).
* Playground buddies are trained in positive behaviour, anti-bulling and conflict resolution
* School policies on positive behaviour, Anti-Bullying, RSE, e:safety, Safeguarding & Child Protection, Intimate Care and Pastoral Care.
* A wide range of after school activities promoting a healthy lifestyle
* Ongoing monitoring of supervision arrangements re: canteen, playground, toilets etc.
* Pupil voice each term
* Barnardos resilience training for Years 1 - 7
* Barnardos counselling services and drop in service
* Barnardos wellbeing training for parents and staff
* Active School Council who will discuss Anti-Bullying
* Eco committee, Language Champions and Digital Leaders to support and give opportunity to pupils
* Healthy lifestyle programme in school
* Extended School’s initiatives to promote wellbeing and involvement in wider school life
* Weekly wellbeing activities (Post Covid-19)
* Engage program to incorporate Wellbeing activities
* Pupil Wellbeing monitoring arrangements
* Vulnerability indicators completed as required
* Pupil Multiple Intelligence Awards, class rewards, badges, attendance awards
* Wide variety of attendance incentives and signage
* RRS monthly Right promoted in each class
* Growth Mind-set promotion and signage
* School shows to promote wellbeing and involvement in wider school life
* NSPCC assemblies and classroom workshops
* Love for life lessons
* Planned PDMU lessons taught in each classroom
* Planned TSPC incorporated into learning
* Leaflets given to each parent on Anti-Bullying, Positive Discipline and Citizenship, Child Protection/Safeguarding, e:safety and Acceptable Use and Healthy Lifestyle
* Annual staff training in all areas of Anti-Bullying, Positive Discipline and Citizenship
* School participation in National campaigns anti bullying week safer internet day…
* Promoting all rights of the child throughout school as a Rights Respecting School
* Pupils and the school community work towards renewal of the Eco Flag
* Effective playground supervisors training management
* Active playground zones including resources to promote an active healthy lifestyle
* Wet break structure in place in all classrooms
* Parental engagement and information sessions each year to promote a cohesive and informed school community to include all pastoral care leaflets
* Welcome packs for new pupils/families
* Newcomer packs for new pupils/families as required
* Translation service employed as required
* Language Champions used in school to promote leadership opportunities and enrich school community
* Learning support to support learning of low and under achieving pupils
* SEN/ASD friendly classrooms to support all learners
* SEN training for staff
* First Aid rota and First Aid stations
* Parental information/training sessions in line with SDP

This list is not exhaustive but illustrates the extent to which the school promote a preventative ethos and curriculum engaging all of the school community.

**School community responsibility**

Euston Street is a Rights Respecting School and as part of the rights the school community has responsibility to:

* Promote positive behaviour, well being and develop self esteem
* Model respectful behaviours at all times
* Ensure conduct is beyond reproach
* Be alert to signs of distress in others as indicators of bullying behaviours or experience of bullying behaviours
* Use positive language when possible
* Foster tension free discipline
* Listen sensitively
* Know the procedures for dealing with concerns of bullying behaviours
* Act immediately when made aware and report any bullying incidents or concerns in line with policy
* Seek support in school or from outside agencies for self and others as required
* Work to resolve and restore incidents of bullying behaviours and concerns

**Responsibilities of Staff**

Staff will promote all aspects of positive behaviour, a nurturing welcome and ethos, encourage all aspects of inclusivity, support SEN and follow all school policy procedures. Staff will act upon and report all suspected incidents of alleged bullying behaviours. Staff, without prejudice, will action as required all support necessary for pupils who are experiencing bullying behaviours and displaying bullying behaviours.

**Responding to a bullying concern**

Staff should be prepared with strategies for sensitive and effective responses to bullying behaviour concerns. Staff should be aware that incidents may be emotionally heightened. Strategies may include:

**Be calm.** Think clearly and be emotionally in control

**Be positive.** Try and keep a positive relationship with all parties to help resolution and restoration both short and longer term. Use positive relational language and focus on the behaviours rather than the pupil as a person.

**Be assertive**. Be clear, concise and firm in instructions and expectations.

**Be confident.** Focus on the behaviours not the pupil as a person.

**Remember conduct.** Staff should keep their conduct beyond reproach at all times.

**Complete record keeping**. Staff should follow the procedure laid out for accurate record keeping.

**Reporting a Bullying Concern**

The Addressing Bullying ACT NI 2016 requires all incidents of alleged bullying behaviour to be recorded. These are kept in secure storage in the principal’s office.

**Pupils reporting**

Pupils have opportunity to learn about bullying behaviours. Pupils are encouraged to raise concerns and taught what to do if they experience bullying behaviours in school, when travelling to and from school, off school site on a trip, if being educated somewhere other than at school, or in the case of cyber bullying at home or somewhere else not at school. Pupils are also made aware that they can report an incident about an incident not involving them. The emphasis is on helping rather than telling.

* Pupils are taught they can/should:
* Speak to a staff member
* Speak to a member of the school Safeguarding Team
* Speak to a friend
* Speak to a School Council member
* Write a note
* Post a note in the chat boxes
* Speak to the school counsellor
* Speak to a parent/career to report it

**Parent/carer (non-parent) reporting**

All parents/carers should engage with the school preventative ethos. Parents/carers can follow the complaints/concerns procedure as displayed throughout school and in leaflets sent home. They can:

* Speak to the class teacher;
* Speak to the Head of Key Stage;
* Speak to the Vice-Principal;
* Speak to the Principal.

**All parents receive the anti-bullying policy at the start of Nursery/Year 1 and the school anti-bullying leaflet at the start of Term 1 each year.**

**Staff reporting**

Staff should follow the safeguarding reporting procedure when dealing incidents of bullying behaviours. They should:

* Speak to the Designated Teacher (DT), Deputy Designated Teacher (DDT) and or a member of the Senior Leadership Team (SLT);
* Speak to the Principal;
* Speak to the Governor Safeguarding Representative Mr Shivers (02890457089) ;
* Speak to the Chairperson of the Board Mr Young (02890457089);
* Further details can be found in the Complaints/Concern Policy.

**Unacceptable Behaviours**

If behaviours are ultimately deemed to be ‘unacceptable behaviour’ rather than ‘bullying behaviour’, the incident will be dealt with through the school Positive Behaviour and Citizenship Policy.

**Unacceptable Behaviours (4 levels)**

Levels of unacceptable behaviours that may incur a sanction are listed below. This is not a definitive list and there will be occasion when the behaviour is not easily defined in terms of levels but based on the best information available, school leadership will make the decision on levels and associated sanctions.

**Level 1**

Low level disruptive behaviour in class that has impact on the teacher’s ability to teach and or a pupil’s own or others’ learning;

Breaking school rules while coming into or leaving from school grounds;

Breaking school rules inside school, including during break time and or lunch time;

Breaking school rules whilst outside the school grounds on a school trip;

Regular late arrival to school (see Attendance Policy);

Classroom learning activities not completed or not completed to a good standard following support and warnings;

Home Learning not complete or not complete to a good standard, following support and warnings;

Misusing school equipment;

Low level damage to school property (easily cleaned or rectified)

Regular failure to conform to the uniform code;

Displaying bullying behaviours\*

*\*dependent on information available to SLT*

**Sanctions to be used by staff and or HoKS/SLT/VP/Principal**

‘Warning system’ used and reminder of rules and expectations;

Loss of Golden Time/privilege in the classroom of in part (short term).

Completion of learning tasks in an alternative location or time (short term and never in seclusion);

One Break time/lunch time restriction of privileges.

Completion of tasks to support school including: tidyting basic safe areas such as folders/desks/library and sharpening pencils.

**Level 2**

Behaviours displayed in level 1

Repeated low level disruptive behaviour in class that has impact on the teacher’s ability to teach and or a pupil’s own or others’ learning following support and warnings;

More serious unexpected or one-off disruptive behaviour in class or in the playgrounds;

More serious breaking school rules while coming into or leaving from school grounds;

More serious breaking school rules inside school, including during break time and or lunch time;

More serious breaking school rules whilst outside the school grounds on a school trip;

Ongoing regular late arrival to school (see Attendance Policy);

Ongoing classroom learning activities not completed or not completed to a good standard following support and warnings;

Ongoing Home Learning not complete or not complete to a good standard, following support and warnings;

More serious or repeated misuse of school equipment;

Low level damage to school property (easily cleaned or rectified);

Ongoing regular failure to conform to the uniform code;

Unauthorized or inappropriate use of mobile phones/other devices in school;

Misuse of social media at home in relation to other current pupils of Euston Street

Primary School (see e:Safety Policy/Mobile Phone Policy; Anti-Bullying Policy);

Unauthorized or inappropriate use of mobile phones/other devices in school;

Displaying bullying behaviours\*

*\*dependent on information available to SLT*

**Sanctions to be used by staff and or HoKS/SLT/VP/Principal**

‘Warning system’ used and reminder of rules and expectations;

Loss of Golden Time/privilege in the classroom of in part (as required/short term).

Completion of learning tasks in an alternative location or time (as required/short term and never in seclusion);

Break time/lunch time restriction of privileges (up to 3 occasions).

Classroom monitoring/behaviour monitor (to involve parents/carers);

Completion of tasks to support school including: tidyting basic safe areas such as folders/desks/library and sharpening pencils.

**Level 3**

**Significant Incident (See below)**

Behaviours displayed in Levels 1 & 2

Using abusive or offensive language towards any pupil or staff member or

visitor;

Deliberately injuring another pupil or staff member;

Deliberately damaging, stealing school or individual property;

Misuse of social media at home in relation to other current pupils of Euston Street

Primary School (see e:Safety Policy/Mobile Phone Policy; Anti-Bullying Policy);

Deliberate truancy from school (see Attendance Policy).

Displaying bullying behaviours\*

*\*dependent on information available to SLT*

**Sanctions**

**To be used by HOKS/SLT/VP/Principal**

Warning System used and reminder of school rules and expectations;

Classroom monitoring/behaviour monitor;

Series of restrictions of privileges at break time and lunch time;

Completion of tasks to support school including: tidyting basic safe areas such as folders/desks/library and sharpening pencils.

Withdrawal of privileges including badges, responsibilities, afternoon clubs or after school activities but not curricular activity;

Withdrawal of participation on school trips;

Reduced daily timetable;

Removal from classroom to HOKS/VP/Principal;

Completion of learning tasks for longer periods in alternative location in school (with supervision);

Withdrawal from representation of the school in music or sports etc.;

Barring from school during lunchtime;

Suspension. Proceeded by written notification/formal invitation to meeting regarding reasons for and duration of suspension in line with E.A. regulations. A pastoral meeting with parents, staff and pupil will take place prior to the pupil concerned returning to school to establish a clear home school agreement and outline expectations in line with School Positive Behaviour and Citizenship Policy;

Permanent exclusion. Actions taken in line with the E.A. policy.

**Level 4**

**Behaviours displayed in levels 1 – 3**

**Significant Incident**

A significant incident may result in an enhancement of the warning system system (see below). A significant incident may include but is not only – hitting/scrabbing/slapping to the head, prolonged fighting, putting other pupils in harm’s way, abusive language used at a pupil or member of staff, hitting or pushing or threatening to hit or push a member of staff, running away or threatening to run away from class/staff/school, deliberately damaging school property, sustained non-compliance and any other incident that the Senior Leadership may deem to be significant.

Displaying bullying behaviours\*

*\*dependent on information available to SLT*

**Sanctions**

**To be used by HOKS/SLT/VP/Principal**

Warning System used and reminder of school rules and expectations;

Classroom monitoring/behaviour monitor;

Series of restrictions of privileges at break time and lunch time;

Undertaking tasks to benefit the school including sharpening pencils, tidying the school library etc;

Withdrawal of privileges including badges, responsibilities, afternoon clubs or after school activities but not curricular activity;

Withdrawal of participation on school trips;

Reduced daily timetable;

Removal from classroom to HOKS/VP/Principal;

Completion of learning tasks for longer periods in alternative location in school (with supervision);

Withdrawal from representation of the school in music or sports etc.;

Barring from school during lunchtime;

Suspension. Proceeded by written notification/formal invitation to meeting regarding reasons for and duration of suspension in line with E.A. regulations. A pastoral meeting with parents, staff and pupil will take place prior to the pupil concerned returning to school to establish a clear home school agreement and outline expectations in line with School Positive Behaviour and Citizenship Policy;

Permanent exclusion. Actions taken in line with the E.A. policy.

**Response to a report of bullying behaviour**

The aim of intervention in any incident of bullying behaviours is to resolve and restore the situation as sensitively and effectively as possible for all concerned. The procedure should aim to help prevent any further incidents.

1. Complete **Form 1** - Bullying Concern Assessment **Form 1**
2. Report to the DT/DDT/SLT with **Form 1**
3. A member of SLT will complete **Form 2** – Bullying Concern Assessment **Form 2**
4. If the behaviour is not deemed to be bullying behaviour both parties will be supported through the Positive Discipline and Citizenship Policy and levels of discipline will be actioned if necessary.
5. If the behaviour is deemed to be bullying behaviour both parties will be supported through the Anti-Bullying Policy
6. The Anti-Bullying Policy will use strategies laid out in the Positive Behaviour and Citizenship Policy as required. Other strategies of support may be employed as deemed appropriate.
7. A member of SLT will complete **Form 3a and 3b** – A record of support and intervention for pupil experiencing bullying behaviours and A record of support and intervention for pupil displaying bullying behaviours respectively
8. A member of SLT will complete **Form 4** – Review of Bullying Concern Actions and continuing actions if deemed necessary

All concerned parties involved will be consulted throughout the process.

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Bullying Concern Assessment Form 1

If there is a concern or allegation of bullying behaviour raised by staff, pupils, parents or other, **Form 1** below must be completed.

This **Form 1** must be given to a member of the SLT when completed. All forms are stored in the principal’s office. This form is CONFIDENTIAL. Under GDPR information cannot be shared without prior consent.

|  |  |
| --- | --- |
| Time, date and location of alleged incident |  |
| Names and classes of pupils experiencing alleged bullying behaviours |  |
| Names and classes of pupils displaying alleged bullying behaviours |  |
| Names and classes of other pupils witnessing the alleged incident |  |
| Names of adults witnessing the alleged incident |  |
| Description of incident from all parties (including choosing alleged act) | Acts: Verbal, written, physical, omission/exclusion, electronic |
| Action taken (if any) to this point |  |
| Name of staff member completing form 1 (and signed) |  |

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Bullying Concern Assessment Form 2

The Northern Ireland Addressing Bullying in School Act 2016 defines bullying as “(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 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”.

Cyberbullying can be defined as, ‘the use of, ...electronic communication by a pupil or group of pupils against another pupil or group of pupils with the intention of causing harm.”

|  |  |  |
| --- | --- | --- |
| Was the behaviour intentional? | | **Y / N** |
| Was the behaviour targeted? | | **Y / N** |
| Was the behaviour repeated or one-off? | | **Repeated**  **One-off** |
| Did the behaviour cause physical and or emotional harm? | | **Y / N** |
| How did the bullying behaviour present? | **Physical (with description)**  **Verbal (with description)**  **Electronic (with description)**  **Written (with description)** | |
| What was the motivation behind the behaviour (if known) | **Age, appearance, relational, gender, sexual orientation, pregnancy, marital status, race, religion, disability/ability, ‘looked after child’ status, ‘Young Carer status’, SEN, political affiliation, cultural difference, community background and affluence.**  **Other (state) Not known** | |
| Has the criteria for bullying behaviour been met? | | **Y / N (If no the incident may be monitored)** |
| If no, will future activity will be monitored? | | **Y / N** |

|  |  |
| --- | --- |
| Signed by SLT member | Date |

If the criteria for bullying behaviour was met, Forms 3 & 4 should be completed. If not, the behaviour will be supported through the Positive Discipline & Citizenship Policy.