



St Anthony's P.S.

Anti-bullying Policy

Date Ratified by Board of Governors: _____

Date Policy to be reviewed: June 2025

Signature of Chair of Governors: _____

Signature of Principal: _____

Principles

In St. Anthony's Primary School all members of our community have the right to work and learn in a secure and caring environment. They also have a responsibility to contribute in whatever way they can, to the protection and maintenance of such an environment.

All our pupils have a right to learn in an environment which is free from intimidation and fear. Accordingly, we will work to create an environment within which positive relationships will be fostered, and bullying behaviours will not be tolerated.

Should bullying occur, the needs of the victims of bullying will be paramount. They will be listened to and reported incidences will be taken seriously and thoroughly investigated. Any children displaying bullying behaviour will be given support to allow him/her to modify his/her behaviour. Parents of both the victim and the pupil displaying bullying behaviour will be contacted. Any complaint by a parent that their child is being bullied will be fully investigated by the Designated teacher (Mrs Helen Hamill) or in her absence the Deputy Designated teacher (Mrs Eleanor Girvan).

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 and staff are aware of this policy and their roles and responsibilities in contributing to its success.

Agreed definition of bullying behaviour

St. Anthony's uses the legal definition of bullying for Northern Ireland as defined in the 2016 Anti-Bullying Act:

(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

(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. The phrase 'is not limited to' in the definition above gives St. Anthony's the legal discretion to define a "one off" incident as bullying behaviour. This may be particularly the case when the behaviour takes the form of electronic communication. For example, repetition can occur through the repeated viewing and sharing of a post via any form of social media, even if there is only one post.

(3) The phrase 'emotional harm' is defined as distress or anxiety intentionally caused by scaring, humiliating or affecting a student's self-esteem. The phrase 'physical harm' is defined as intentionally hurting a student causing injuries such as bruises, broken bones, burns or cuts. The term 'omission' is defined as where a student is deliberately left out and where there is a wilful failure to include a student. Examples could include purposefully excluding a student from a group of friends' activities or group work in lessons.

The term bullying refers to a range of harmful behaviour, both physical and psychological. All bullying behaviour has the same four features

- It is repetitive and persistent
- It is intentionally harmful
- It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it
- It causes distress

NIABF Definition of Bullying

"The repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.

Our School's Definition of Bullying

"Bullying is when you say or do something hurtful to make another person feel scared, sad, lonely or uncomfortable, and you know it is wrong."

Forms of Bullying

<u>Emotional Bullying:</u> • Excluding/shunning others from group activity/social setting or play. • Belittling another's abilities or achievements. • Menacing looks/stares. • Rude signs or gestures.	<u>Cyber Bullying:</u> • Misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt/embarrass/demean/harass/p rovoke or humiliate another using perceived anonymity. • Misuse of mobile phones by texting messaging/calls or images - again to hurt/embarrass/demean/harass/p rovoke or humiliate another using perceived anonymity. • Unauthorised publication or manipulation of private information; impersonation
<u>Verbal Bullying:</u> • Name calling, insulting or offensive remarks; accusing; taunting; put downs. • Ridiculing another's appearance/way of speaking/disability/personal mannerisms/race/colour/rel igion: • Humiliating another publicly. • Spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm	<u>Physical Bullying:</u> • Hitting, pushing, kicking, tripping, spitting, hair pulling, throwing things, interfering with another's property by stealing/hiding/damaging/intruding upon it. • Extortion/threatening demands for money or other items. • Writing or drawing offensive notes/graffiti about another.

These categories may be inter-related

Signs of stress in pupils 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.

These behaviours may also be symptomatic of problems other than bullying.

Preventive Strategies

In St Anthony's Primary School, we believe that the implementation of preventative measures will help to reduce the incidences of bullying behaviour. These measures will include

- **Promotion of Pastoral Care and our school's Catholic Ethos**
We aim to ensure that everyone in our school feels happy and secure and behaves appropriately. Everyone is encouraged to express their feelings, fears and concerns. We facilitate this through participation on our RE and PATHS programmes, participation in circle time, and rewards for positive behaviour including stickers, prizes, Pupil of the week and the presentation of acknowledgements for positive behaviour and kindness.
- **Playtime Provision**
We will provide training for teachers and classroom assistants in the promotion of positive play and strategies for dealing with incidences of

bullying. Classes will be given specific areas on the playground and the play park will work on a rota basis.

- **Anti-Bullying Week**

Every year we register with the Northern Ireland Anti-Bullying Forum and have an anti-bullying week where this theme is highlighted and discussed throughout the school. Children take part in puppet shows and interactive workshops to reinforce appropriate actions and reactions in school.

- **Anti-Bullying Workshops**

Throughout the year we avail of help and guidance provided by outside agencies e.g. Helping Hands project, NSPCC, Women's Aid

Reactive Strategies

The following steps can be taken when dealing with alleged incidents of bullying.

- If bullying is suspected or reported, attempts will be made to resolve the situation quickly.
- Reports will be taken seriously.
- Steps will be taken to ensure the child feels safe and secure.
- Significant incidents will involve further investigation and recording. A clear account reported to the appropriate members of staff - class teacher/ Mrs Hamill/Mrs Girvan/Mr Mallon.
- Significant or repeated incidents will require parents to be informed.
- Disciplinary measures/sanctions, which are proportionate and clearly set out in the Positive Behaviour Policy, will be explained and used.

Code of Conduct

Pupils

Pupils have an entitlement to be educated in an environment which is safe, caring and respectful of their individual needs.

Pupils have a responsibility to;

- Treat other pupils, teachers and other staff with respect.
- Refrain from engaging in any kind of bullying behaviour.
- Report to a member of staff any witnessed or suspected instances of bullying.
- To dispel any climate of secrecy and prevent any further instances.

Anyone who becomes a target of bullying behaviour should

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets

Parents

Parents have an entitlement to expect that their child will be educated in an environment which is safe, caring and respectful of their individual needs

Parents have a responsibility to

- Ensure that their child cooperates with teachers, other staff and pupils
- Watch for signs of distress or unusual behaviour in their children, which may be evidence of bullying
- Advise their children to report any bullying behaviour to Mrs H. Hamill (Designated teacher), Mrs E. Girvan (Deputy Designated Teacher), or another adult in the school, and explain the implications of allowing the bullying behaviour to continue unchecked, both for themselves and for other pupils
- Advise their children not to retaliate violently to any forms of bullying
- Be sympathetic and supportive towards pupils, reassuring them that appropriate action will be taken

- Inform the school about any incidents of bullying that they are aware of.
- Cooperate with the school if their child is accused of bullying behaviour and try to ascertain the truth. Recognise and share with their child the implications of bullying, both for the victim of bullying and for the person displaying the bullying behaviour.

Teachers and Other Staff

Teachers and other adults in the school community have an entitlement to work in an environment which is characterised by respect and caring for all.

Our staff has a responsibility to

- Promote an environment of safety and respect.
- Foster in our pupil's self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect from our pupils.
- Discuss bullying with all classes so that every child learns about the damage it causes to both the victim of bullying and the child displaying the bullying behaviour, and the importance of telling an adult about bullying when it happens
- Be alert to signs of distress and other possible indications of bullying

In St Anthony's Primary School we will follow the guidelines and procedures suggested by NIABF.



Useful Websites and Telephone Numbers:

Education Authority:

www.eani.gov.uk

Northern Ireland Anti Bullying Forum:

www.niabf.org.uk

www.thinkuknow.org

Childline NI:

08001111

NSPCC

080880050000

Responses to a Bullying Concern

When an alleged bullying incident occurs staff will

1. Gather and clarify the facts
2. Check that the bullying behaviour constitutes bullying behaviour as outlined in our definition
3. Complete the Bullying Concern Assessment Form (Appendix 1)

To determine the severity of bullying behaviour staff will take into account

- The **nature** of the bullying behaviour
 - The **frequency** of the behaviour
 - The **duration** of the behaviour
 - The **perceptions** of the child being bullied
4. On the basis of this assessment we will;
 - Choose an appropriate intervention from the intervention levels in Effective Responses Guidelines
 - Ensure effective communication between all parties
 - Consider the need for
 - Parental Involvement
 - SENCO involvement
 - Risk assessment
 - Involvement of external agencies
 -
 5. Refer to support materials for the intervention strategy we have selected.
 6. Monitor and evaluate the on-going effectiveness of our chosen intervention.
 7. Record actions taken and outcomes achieved.
 8. Review the outcomes to determine if further action is required.

Continuous Professional Development

As part of our child protection training all staff members will receive training on our anti-bullying procedures at least once every two years. Training for individuals will be provided in line with roles and responsibilities.

Monitoring and Reviewing of the Anti-Bullying Policy

Implementation of this policy will be monitored by the Safe Guarding Team. This policy will be reviewed every three years.

Appendix 1

Bullying Concern Assessment Form			
PART 1 - Assessment of Concern		Date _____	
<i>Our School's Definition of Bullying is: "Bullying is when you say or do something hurtful again and again to make another person feel scared, sad, lonely or uncomfortable, and you <u>know</u> it is wrong."</i>			
	Name(s)	Gender	DOB/Year Group (if Pupil)
Person(s) reporting concern			
Name of targeted pupil(s)			
Name of Pupil(s) involved			
Does the behaviour involve? ☐ Individual to individual 1:1 ☐ Individual to Group ☐ Group to individual ☐ Group to group			
Type of incident and Theme (if applicable): ☐ Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons) _____ ☐ Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours) _____ ☐ Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others) _____ ☐ Disability (related to perceived or actual disability) ☐ Cyber (through technology such as mobile phones and internet) ☐ Homophobic (related to perceived or actual sexual orientation) ☐ Racist (related to skin colour, culture and religion) ☐ Sectarian (related to religious belief and/or political opinion) ☐ Other _____			
Is there persistence/recurrence of this behaviour?		Yes / No	
Is it targeted behaviour?		Yes / No	
Is there a power imbalance?		Yes / No	

Is it intentionally hurtful behaviour?	Yes / No
Does this incident meet your school's agreed definition of bullying? Yes / No	
Check records for previously recorded incidents	
Check records for previously recorded incidents	
Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by bullied pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.	

PART 2 - Details of interventions to be implemented in response

2.1 PUPIL(s) WHO HAS BEEN BULLIED:

REFER TO LEVEL 1-4 INTERVENTIONS

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

Provide outline details of the level and type of intervention with:

☐ peer group

☐ Whole class

On-going support/monitoring to be provided _____ (daily, weekly
by _____ (named staff) and will be formally reviewed
by _____
_____ (date)

Have parent(s) been informed / involved? Yes / No (Give details)

Referral to other agencies- If yes please specify _____

Any other details (please specify) _____

2.2 PUPIL(S) WHO HAS BEEN DISPLAYING BULLYING BEHAVIOUR:

REFER TO LEVEL 1-4 INTERVENTIONS

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

Provide outline details of the level and type of intervention with:

peer group _____

whole class _____

☐ On-going support/monitoring to be provided _____ (Daily, Weekly) by _____ (named staff)

☐ Have parent(s) been informed / involved? Yes / No (Give details)

☐ Referral to other agencies (please specify)

☐ Any other action (please specify)

☐ Suspension

☐ Expulsion

☐ Other (please specify)

