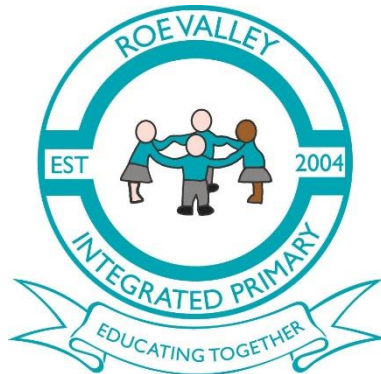




Roe Valley Integrated Primary School

Anti-Bullying Policy

Article 3 -All organisations concerned with children should work towards what is best for each child.



Signature of Chair of Board of Governors: _____

Ratified: _____

Signature of Principal: _____

Reviewed and updated: October 2021

Review due: October 2025

This policy has been developed within the context of current legislation, policy and guidelines:

Section 1: Introduction

We, the governors and staff of Roe Valley Integrated Primary School, believe that the school is a vital part of our community. We are committed to: the aims of integrated education; working closely with parents in the education of their children; high academic standards; developing positive and effective pastoral care systems in our school. This is achieved through commitment of our staff and the realisation of the creativity and learning potential of all our pupils and employees. At Roe Valley Integrated Primary School we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment.

At Roe Valley Integrated Primary School we accept the following definition of bullying behaviour:

“Bullying is the wilful, conscious desire to hurt, threaten or intimidate someone.”

Bullying is not a new phenomenon. Nor is it limited to the world of children and school. However, just because it has always been there is not a good reason for ignoring it. Bullying is hurtful and destructive both to the target and the person engaged in bullying behaviour. No pupil deserves to be bullied.

We are an Anti-Bullying School. We reject all bullying.

Section 2: 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 \(SBNI, 2017\)](#)

The International Context

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

The key points to note are:

The Addressing Bullying in Schools Act (Northern Ireland) 2016:

- Provides a legal definition of bullying.
- Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
- Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
- Sets out under which circumstances this policy should be applied, namely:
 - ✓ In school, during the school day
 - ✓ While travelling to and from school
 - ✓ When under control of school staff, but away from school (eg. school trip)
 - ✓ When receiving education organised by school but happening elsewhere (eg. in another school in the ALC)
- Requires that the policy be updated at least every four years.

The Education and Libraries Order (NI) 2003, requires the Board of Governors to:

- 'Safeguard and promote the welfare of registered pupils' (A.17)

The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:

- Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
- Be protected from discrimination. (A.2)
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12) Education. (A.28)

Section 3: Ethos & Principles

At Roe Valley Integrated Primary School

- We are committed to a society where children and young people can live free and safe from bullying.
- We believe in a society where bullying is unacceptable and where every child and young person is safe and free from bullying.
- We believe that every child and young person should be celebrated in their diversity.
- We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- We value the views and contributions of children and young people, we will actively seek these views and we will respect and take them into account.
- We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Section 4 – Consultation and Participation

We have developed this policy in consultation with our pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

Consultation with pupils:

- Consultative workshops with pupils
- Class-based activities during Anti-Bullying Week, through PDMU sessions and in preventative curriculum activities
- Creation of a reference group of pupils via our RVIPS School Council

Consultation with parents/carers:

- Information relayed via RVIPS school app to parents/carers
- Consultative workshops with parents/carers through Parents and Friends group
- Questionnaires distributed to all parents/carers online

Consultation with all members of the school community:

- Staff training 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

Section 5 – What is Bullying?

Addressing Bullying in Schools Act 2016:

Definition of “bullying”:

1.(1) In this Act “bullying” includes (but is not limited to) the repeated use of:

- any verbal, written or electronic communication,
- any other act, or
- 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.

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.

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 incidents on wider school community
- previous relationships between those involved
- any previous incidents involving the individuals
- Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.

The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

- Verbal or written acts
 - saying mean and hurtful things to, or about, others
 - making fun of others
 - calling another pupil mean and hurtful names
 - telling lies or spread false rumours about others
 - try to make other pupils dislike another pupil/s
- Physical acts
 - Hitting

- kicking
- pushing
- shoving
- material harm, such as taking/stealing money or possessions or causing damage to possessions
- Omission (Exclusion)
 - Leaving someone out of a game
 - Refusing to include someone in group work
- Electronic Acts
 - Using online platforms or other electronic communication to carry out many of the written acts noted above
 - Impersonating someone online to cause hurt
 - Sharing images (eg. photographs or videos) online to embarrass someone

This is not an exhaustive list and other behaviours which fit with the definition may be considered bullying behaviour

Various motivations behind bullying - These include, but are not limited to:

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

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

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

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

In determining 'harm' we define:

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

Section 6 – Preventative Measures

In Roe Valley Integrated Primary School we aim to prevent bullying behaviour, as defined in the section above. Beyond this, the measures set out here should aim to promote and strong anti-bullying ethos within our school and the wider school community. Under the legislation, the focus for all anti-bullying work should be on prevention. As such, this section is the key lynchpin of our policy document.

The following actions will be taken with the aim of preventing bullying and creating a safe learning environment:

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy - respect is highlighted during circle time, class rules, PDMU and through our school ethos and culture. Develop self-esteem, reward positive behaviour, behaviour programmes, reflection time.
- Support from external agencies in areas of Internet Safety, Wellbeing etc.
- Promotion of anti-bullying messages through the curriculum eg. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU (eg. sectarian, racist, homophobic, transphobic, disablist, etc Content to be agreed and age appropriate. Supported by NICIE and underpinned by the principles of Integrated Education

- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- Through the preventative curriculum actively promote positive emotional health and wellbeing (eg. mindfulness training)
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g., Safer Internet Day, Good Relations Week, Integrated Education Month etc.
- Development of peer-led systems (eg. Peer Mediation and School Council) to support the delivery and promotion of key anti-bullying messaging within the school
- Development of effective strategies for playground management, eg. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches, buddy systems) and provision of a variety of play options to meet the needs of all pupils.
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Development of effective strategies for the management of unstructured times (eg. break time, lunch)
- Provision and promotion of extra-curricular activities, aimed at supporting the development of effective peer support relationships and networks. After schools clubs - sporting activity, creative arts, homework and games, etc.

At Roe Valley Integrated Primary School we wish to support our pupils throughout their school day and we employ the following methods with the aim of preventing bullying behaviour on the way to and from school.

- Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- Encouraging pupils to report inappropriate and unacceptable behaviour of their peers or a responsible adult during the journey to and from school.
- Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (eg. local shops, service providers, residents, etc), including information on how to raise any concerns with the school.
- Appropriate deployment of staff to support the transition from school day to journey home (eg. Crossing Patrol support and staff at school gate/ where appropriate)

In line with new legislation, we also have the authority to take steps to prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school. In order to raise awareness of the nature and impact of online bullying and support pupils to make use of the internet in a safe, responsible and respectful way we employ the following steps:

- Addressing key themes of online behaviour and risk through PDMU, including understanding how to respond to harm and the consequences of inappropriate use.

- Participation in Anti-Bullying Week activities.
- Engagement with key statutory and voluntary sector agencies (eg. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- Participation in annual Safer Internet Day and promotion of key messages throughout the year.
- Implementation and review of robust and appropriate policies in related areas (ICT Acceptable Use and Digital Media Policy, E-safety Policy etc.)

It is important to remember that the Anti-Bullying Policy is one of a number of policies in the wider pastoral care and safeguarding suite of policies. As such these policies align and provide a consistent message.

Section 7 – Responsibility

At Roe Valley Integrated Primary School everyone has responsibility for creating a safe and supportive learning environment for all members of our school community. Everyone, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together to:

- foster positive self-esteem
- behave towards others in a mutually respectful way
- model high standards of personal pro-social behaviour
- be alert to signs of distress* and other possible indications of bullying behaviour
- inform the school of any concerns relating to bullying behaviour
- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- refrain from retaliating to any form of bullying behaviour
- intervene to support any person who is being bullied unless it is unsafe to do so.
- report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
- explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- know how to seek support – internal and external
- resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

Section 8 – Reporting a Bullying Concern

In Roe Valley IPS we take bullying concerns extremely seriously. If any member of our school community pupil, parents or anyone else has a concern they can make these known to the school in a number of ways.

Pupils Reporting a Concern

We know that when children have a bullying concern, they like the opportunity to discuss this with a member of staff that they trust, which is perfectly acceptable. We do however encourage our children to raise concerns with any member of staff, including teaching and non-teaching staff. Children sometimes confide in close friends also and again we encourage concerns to be passed to a member of staff.

Pupils can report bullying concerns in the following ways:

- Verbally- talking to a member of staff
- By writing a note to a member of staff (eg. in a homework diary)
- By posting a comment in a 'worry box'

ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Our message to all pupils within preventative activities is that involving adults is a means to 'get help' and should not be considered as 'telling'. As such, all pupils should be encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

Parents/Carers Reporting a Concern

Parents and carers should raise concerns about alleged bullying behaviour with the school at the earliest opportunity. We would also remind parents/carers of the need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

The process of parents/carers reporting bullying concerns:

- In the first instance, all bullying concerns should be reported to the Class Teacher
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Vice-Principal/Principal, as applicable.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the RVIPS Complaints Procedure should be followed. This process involves making a formal, written complaint, to the Chair of the Board of Governors.

While the majority of reports of bullying concerns will come from pupils and their parents/carers, we are aware that we may receive such reports from anyone.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and that feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Section 9 – Responding to a Bullying Concern

This framework details how all reports of alleged bullying behaviour, or any concerns identified, will be responded to by RVIPS. It must be remembered that the focus of any intervention will be on responding to the bullying concern and restoring the wellbeing of those involved. As such, a key aim of this process will be to prevent any further incidents.

Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible shall...

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

We advocate a restorative approach to responding to bullying behaviour and have adopted interventions suggested in the Effective Responses to Bullying Behaviour resource. When responding to a bullying concern, school staff shall implement interventions aimed at responding

to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour and this will be in line with our Positive Behaviour Policy.

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

Section 10 – Recording

We have a legal requirement, as set out in the Addressing Bullying in Schools Act (NI) 2016, to maintain a record of all incidents of bullying and alleged bullying behaviour. These records will be kept in a designated folder, accessible only by members of staff with responsibility for Safeguarding and Child Protection at RVIPS and/or staff who have a legitimate need to access them. These members of staff will have responsibility for the maintenance and what the purpose of these records will be.

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

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

(See Appendix 1: RVIPS Bullying Concern Assessment Form)

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

Section 11 – Professional Development of Staff

At Roe Valley Integrated Primary School we understand the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This includes:

- our commitment to ensuring that staff are provided with appropriate opportunities for professional development as part of our ongoing PRSD provisions and annual ‘whole staff’ training provision
- amending policy after training and consultation with staff -noting the impact of the training given on both the policy and its procedures

- ensuring that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
- CPD records will be kept and updated regularly

Section 12 – Monitoring and Review of Policy

To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors or Roe Valley Integrated Primary School shall:

- maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted within the Safeguarding and Child Protection Update
- identify trends and priorities for action
- assess the effectiveness of strategies aimed at preventing bullying behaviour
- assess the effectiveness of strategies aimed at responding to bullying behaviour

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before October 2025

Section 12 – Links to Other Policies

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

- Positive Behaviour Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Relationships and Sexuality Education
- E-Safety Policy & ICT Acceptable Use of Digital Media Policy
- Mobile Phone Policy
- Educational Visits
- Staff Code of Conduct

Review Date:



Appendix 1:

Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

<p><u>PART 1 - Assessment of Concern</u> Date: _____</p> <p>Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:</p> <p><i>“bullying” includes (but is not limited to) the repeated use of —</i></p> <p style="margin-left: 40px;">(a) any verbal, written or electronic communication</p> <p style="margin-left: 40px;">(b) any other act, or</p> <p style="margin-left: 40px;">(c) any combination of those,</p> <p style="margin-left: 40px;"><i>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.</i></p>																	
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 35%;"></th> <th style="width: 30%;">Name(s)</th> <th style="width: 15%;">Gender</th> <th style="width: 20%;">DOB/Year Group</th> </tr> </thead> <tbody> <tr> <td>Person(s) reporting concern</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Name of pupil(s) experiencing alleged bullying behaviour</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Name of Pupil(s) demonstrating alleged bullying behaviour</td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		Name(s)	Gender	DOB/Year Group	Person(s) reporting concern				Name of pupil(s) experiencing alleged bullying behaviour				Name of Pupil(s) demonstrating alleged bullying behaviour			
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<p>Check records for previously recorded incidents</p>																	

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e., other pupils, staff) including date(s) of events, if known, SIMS record.

Date	Information gathered	Location (stored)

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 behaviours.	
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

One-off Incident

When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:	
Criteria:	Information gathered:
severity and significance of the incident	
evidence of pre-meditation	
Significant level of physical/emotional impact on individual/s	
Significant level of impact on wider school community	
Status/nature of previous relationships between those involved	
Records exist of previous incidents involving the individuals	

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 Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate.
Agreed by _____ Status _____ On ____/____/____	

PART 2

2:1 Who was targeted by this behaviour?

Select one or more of the following:

- Individual to individual 1:1 Individual to group Group to individual
 Group to group

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

- Physical (includes for example, jostling, physical intimidation, interfering with personal property,
punching/kicking
 Any other physical contact which may include use of weapons)
 Verbal (includes name calling, insults, jokes, threats, spreading rumours)
 Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
 Electronic (through technology such as mobile phones and internet)
 Written
 Other Acts
Please specify: _____-

2.3 Motivation (underlying themes): this is not a definitive list

Select one or more of the following:

- Age
 Appearance
 Cultural
 Religion

- Political Affiliation
- Community background
- Gender Identity
- Sexual Orientation
- Family Circumstance (pregnancy, marital status, young carer status)
- Looked After Status (LAC)
- Peer Relationship Breakdown
- Disability (related to perceived or actual disability)
- Ability
- Pregnancy
- Race
- Not known
- Other _____

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name:

Year Group/Class:

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent/ carer informed:

Date:

By whom:

Staff Involved:

Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Date	Stage on Code of Practice	Type of Intervention	Success Criteria	Action taken by whom and when	Outcome of Intervention	Review

Record of participation in planning for interventions

Pupil:

Parent/carer:

Other Agencies:

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

Date of Review Meeting:

4a- Following the Review Meeting, to what extent have the success criteria been met?

- 1 – Fully
- 2 – Partially
- 3 – Further intervention/support required

Give details:

Part 4b- If the success criteria have not been met, continue to:

- Re-assess Level of Interventions and implement other strategies from an appropriate level
- Track, monitor and review the outcomes of further intervention
- Keep under review the Stage of Code of Practice each pupil is on
- Follow Safeguarding Policy
- Seek multi-agency input (EA, Health and Social Services etc.)
- Engage with Board of Governors

Agreed by:

School

Signed:

	Date:
Parent	Signed: Date:
Pupil	Signed: Date:

