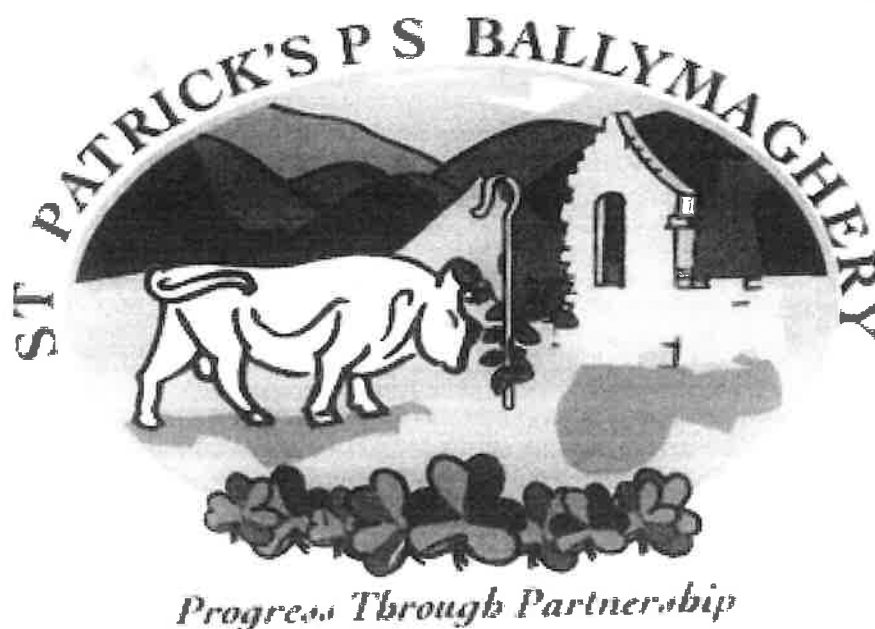


ST PATRICK'S PRIMARY SCHOOL, HILLTOWN



ANTI-BULLYING POLICY

JUNE 2023

1. An Introduction to the Policy

How is our school ethos reflected in this policy?

St Patrick's Primary School is a caring Christian school and as such seeks to nurture in its children a sense of belonging and self-worth. We are also a UN Rights Respecting School, and this policy reflects Article 19 (protection from violence, abuse and neglect) and Article 28 (right to an education) of the UN Convention on the Rights of the Child.

We believe that all forms of bullying behaviour are unacceptable and that all members of the school community have a right to learn and work in a safe, secure and caring environment. As such, we believe it is the responsibility of all members of the school community to protect and maintain such a climate and ethos. This policy supports our work in safeguarding student rights and fostering positive relationships.

We acknowledge that bullying type behaviours can exist in communities and society. Therefore, we seek to build an open and caring climate where pupils, staff and parents feel empowered to discuss relationships, address concerns and foster positive behaviours. All community members with bullying type concerns, will be listened to and reported incidents will be taken seriously and thoroughly investigated. When bullying type behaviour is identified all students involved will be listened to, supported and interventions put in place.

The purpose of this policy is to define bullying type behaviour, outline roles and responsibilities, clarify the preventative curriculum, highlight processes for reporting, explain recording systems and outline potential responses.

This policy addresses bullying type concerns between pupils in line with the Addressing Bullying in Schools Act 2016 (referred to in this policy as The Act NI (2016)). Any bullying type concerns relating to school staff, other staff or parents is managed through our visitors and staff code of conduct policies.

If you are unsatisfied with the school response regarding a bullying-type concern, complaints should be managed in line with the school's complaints policy accessible on our website.

What is the context for this policy?

This policy takes account of specific Legislation and Education Authority/Department of Education guidance (see legislative flowchart... send as attachment).

How does this policy link to other school policies?

The Anti Bullying Policy is one of several policies in the wider pastoral care and safeguarding suite of policies (See Appendix 2) for a full list of related school policies). As such, it is essential that these policies align and provide a consistent message. For example, this policy links with the Child Protection Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies. It links with the Positive Behaviour Policy in which the school outlines the types of behaviours which are considered appropriate and inappropriate. It links with our Special Needs Policy which outlines the school's practice in facilitating the needs of individual children, including behaviour difficulties. It links with our ICT and E-Safety Policy in which the school outlines the steps we take to ensure children's safety in the school when utilising ICT. These policies also give clear guidance for parents to help them to safeguard their children in the world of ICT. It also links with our PDMU Policy as a learning area of the Northern Ireland curriculum.

How was the policy developed in consultation with the wider school community?

In accordance with the 2003 NI Education and Libraries order and 2016 Addressing Bullying School's Act this policy is developed in consultation with all members of the school community and reviewed at intervals of no more than 4 years. The review process includes evidence gathering through meetings, questionnaires/surveys and the analysis of related school data. An extensive survey of students, parents, staff and Governors was conducted in December 2022. This survey addressed both experience of bullying type behaviour in school and

student wellbeing (see appendix 3). Further follow-up meetings were conducted during the policy drafting process with students, staff, parents, and governors.

2. Defining Bullying Type Behaviours

What is bullying type behaviour?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which must be used to assess all allegations and incidents reported.

Addressing Bullying in Schools Definition of "bullying":
<p>(1) In this Act "bullying" includes (but is not limited to) the repeated use of—</p> <p>(a) any verbal, written or electronic communication,</p> <p>(b) any other act, or</p> <p>(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.</p> <p>(2) For the purposes of subsection (1), "act" includes omission.</p>

Criteria for assessing allegations of bullying type behaviour are outlined below:

<i>Socially unacceptable behaviour becomes bullying type behaviour when, based on the information gathered, the criteria listed below have been met:</i>	
Is the behaviour Targeted at a specific pupil or group of pupils?	Yes / No
Is the behaviour Repeated ?	Yes / No
Is the behaviour Intentional ?	Yes / No
Is the behaviour causing Physical or emotional harm?	Yes / No
Does the behaviour involve omission? (*may not always be present)	Yes / No
Does this incident meet the legal definition of bullying	Yes / No

The Legislation acknowledges that occasionally a **One-off Incident** will be considered as bullying type behaviour, pending the severity and significance of the incident, evidence of pre-meditation, significant level of physical/emotional impact on individual/s and the wider community. A one-off electronic communication, can constitute bullying type behaviour through repeated viewing and sharing of a post.

Omission must also be considered when addressing all bullying type concerns. This is where a pupil/s is or are deliberately left out, and where there is a wilful failure to include a pupil/s in a game or activity. Pupils don't have to be friends, but friendly.

Imbalance of power is not included within the legal definition (Act 2016). However, when **someone seen with lesser power**, is identified as an object of attention or attack, this factor should be considered when determining whether bullying type behaviour has occurred.

How are Socially Unacceptable Behaviour and Bullying Type Behaviour Different?

Bullying is not the same as 'socially unacceptable behaviour'. An example of socially unacceptable behaviour might be when a pupil loses their temper during a game and strikes out at another pupil. Any examples of socially unacceptable behaviour are followed-up through our positive behaviour policy.

The following are examples of socially unacceptable behaviours, which, when **repeated, targeted, intentional** and **harm causing**, may be considered as bullying type behaviour:

Verbal or Written acts	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Hitting• kicking• pushing• shoving• material harm, such as taking/stealing money or possessions or causing damage to possessions
Omission (Exclusion)	<ul style="list-style-type: none">• Leaving someone out of a game or activity• Refusing to include someone in group work
Electronic Acts	<ul style="list-style-type: none">• 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

(The list is not exhaustive and there are other behaviours which may be considered socially unacceptable and/or bullying type behaviour)

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.

(Guidance from DE).

DISCRETION:

The 2016 Act requires schools to consider the following when assessing whether an incident/s meet the legal definition of bullying type behaviour:

- pupil/s capacity to understand the impact of their behaviour.
- developmental age
- Additional needs, SEN, behaviours displayed (diagnosed or undiagnosed e.g. SBEW, ASD, FASD, MLD etc.)
- Individual challenges e.g., family circumstances, trauma etc
- Levels of resilience

All behaviour is communication to be addressed through a child/young person lens, for both those displaying and experiencing socially unacceptable/bullying type behaviour, no label or blame will be put on any individual. We will address all incidents in a relational, solution focused manner aligned to Safeguarding and SEND.

What are the Potential Methods & Motivations of Bullying Type Behaviour?

Individuals who display bullying type behaviour may have various methods and motives. Some examples are, but not limited to:

Methods	Motivations
Methods: 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, hurtful comments, spreading <u>rumours</u>) Social (includes group manipulation, individual manipulation, controlling <u>behaviour</u>) Indirect includes omission, isolation, refusal to work with/talk to/play with/help others) Electronic (through technology such as <u>mobile phones</u> and internet) Written	Motivations: <ul style="list-style-type: none">• Ability• Age• Appearance• Child Looked After (CLA)/Care experienced• Community background• Cultural• Disability• SEN• Family circumstances (pregnancy, marital status, young carer status)• Economic Status/FSM• Gender/Gender identity/Perceived Gender• Newcomer/Migrant Status• Peer relationship breakdown• Political affiliation/sectarianism• Pregnancy• Race• Religion• Sexual orientation• Other _____

3. Prevention

How does the School Implement Preventative Measures?

Legislation reinforces the importance of preventative measures. At St Patrick's Primary School, we aim to create and maintain a safe learning environment. We will put measures in place to prevent, address and support bullying type behaviour within our school and wider community. Examples of the types of preventative measures include but are not limited to:

Whole School:

Curriculum

We seek to be a 'listening school'. Our School Council members put forward the views and opinions of our pupils and represent very clearly the 'pupil voice'. We encourage our pupils to express their feelings, fears and concerns. This is facilitated through our R.E., RSE and PDMU curriculum programmes. These programmes emphasis the rights of all students to be:

- Educated in a safe, secure and happy environment.
- Treated fairly, consistently and with respect.
- Helped to develop their full potential.
- Given equality of opportunity, regardless of their background, ability or gender.
- Shown respect by their school, teachers, ancillary staff, fellow pupils, visitors and the environment.

In addition to our PDMU and RSE curriculum we use a variety of addition resources to support our preventative programme E.g.

- our Teachers in P.1 and P.2 fully implement the 'Rural Respecting Differences' programme which helps children to develop a range of skills including assertiveness and communication skills.

- All students are taught the 'High Five' strategy:

1. Ignore 2. Talk Friendly 3. Walk Away 4. Talk Firmly 5. Report.

- We promote and reward positive behaviour (in line with our positive behaviour policy) for example through stars, stickers, certificates, golden time and other awards.
- Through circle time discussion and reflective/restorative reflections and conversations (see appendix 4 for example reflection prompts)

Pupils create and display anti-bullying posters. Further commercially produced and school developed posters are displayed across the school which; present pupils with key messages and strategies to recognise and counteract bullying behaviour, explain how to report any concerns and share who they can talk to if they have a concern or worry.

Break and Lunch-time Supervision and Play:

We support classroom assistants and lunchtime supervisors in the promotion of positive play and strategies for dealing with incidents of bullying. Pupils in P.7 act as playground buddies and are given roles of responsibility to help prevent bullying occurring. We also have P.7 pupils as prefects who carry out additional responsibilities. We provide a wide range of play equipment to ensure that pupils are happily engaged in appropriate playtime activities. As a school we identify and monitor potential 'hotspots' for peer relationship challenges and work with students to identify positive behaviour and problem-solving strategies

Anti-bullying Workshops:

Pupils in KS2 participate in a range of activities, including workshops delivered by outside agencies such as Women's Aid, PSNI and NSPCC which help them identify strategies to use if they observe or are subjected to bullying type behaviours. We have an Anti-Bullying Student Ambassadors Team who promote the Anti-Bullying message throughout the year.

Rights Respecting Schools Award

As part of our Rights Respecting Schools Award all pupils participate in Rights Respecting School lessons, all staff use the language of Rights to promote positive relationships within the school. Staff use the language associated with rights to develop empathy and understanding among the children. We use these lessons to think about how we can develop positive relationships in school based on dignity and respect, take a proactive approach to preventing bullying type behaviours and support people who have faced or are facing bullying type behaviour.

There are several articles from the CRC that link to Anti-Bullying Week including Article 2, which states that the convention applies to all children without discrimination, Article 12 which says that children's views should be taken seriously in all decisions that affect them, Article 13 which says that children have the right to express their thoughts and opinions and Article 19 which says that all children should be protected from violence and abuse.

Information for Parents:

Parents are presented with opportunities to attend workshops dealing with issues such as cyber safety and anti-bullying. These take place bi-annually. In addition to this workshop further parent engagement includes Curriculum meetings, Transition workshops, Primary 1 induction talk, Share Parent NI online workshops. The school also use the Safer School NI App through which parents have access to a range of information regarding online safety.

Assemblies:

The weekly assembly is used to present information to pupils and aspects of acceptable/unacceptable behaviour are often discussed. The principal meets with different year groups to discuss matters which affect pupils and listens carefully to suggestions from pupils. These suggestions are implemented, if appropriate.

Engage in key national and regional campaigns:

We engage with and use the resources of various non-profit organisations including the Anti-Bullying Alliance (ABA) and have an anti-bullying week where we highlight and discuss this issue throughout the school. Each year our anti-bullying ambassadors present an informative 'Anti-Bullying' assembly for the whole school. We also highlight aspects of anti-bullying on our school website.

The Journey to and from School

Under The Act (NI) 2016, all school must put measures in place, to prevent and address the display and experience of bullying type behaviour on the journey to and from school. To this end, at St Patrick's Primary School we:

- Promote a culture where pupils take pride in our school.
- Include regular reminders of the positive behaviour expectations of pupils whilst traveling to and from school.
- Engage with transport providers to ensure effective communication and the early identification of any concerns.
- Involve staff in the supervision and support of transitions including at the start and end of the school day.

Electronic communication

The Act (NI) 2016, gives schools the authority to take steps to prevent and address bullying type behaviour using electronic communication, amongst registered pupils at any time during term time. Where that behaviour is likely to have detrimental effect on the pupil's education and social emotional well-being in school. At St Patrick's Primary School, we seek to support our pupils to make use of the internet in a safe, responsible and respectful way and to raise awareness of the potential impact of online behaviour (See appendix 5 for our student online safety poster). Further information on our approaches electronic communication can be found in our E Safety Policy (2021) and our Code of Conduct for Parents regarding E Safety Rules (2021).

4. Rights, Roles and Responsibilities

What are the rights, roles and responsibilities of members of our school community?

We believe that all members of our school community have a right to a safe, supportive, learning environment. We all have a role and responsibility to prevent and address bullying type behaviour in any form. As a school we believe the following responsibilities are key for all community members including pupils:

- To role model and promote self-discipline and respect
- To seek opportunities to encourage good behaviour and respect for others
- To celebrate diversity and inclusion
- To act as upstanders and strive to prevent all forms of bullying type behaviour

Key staff responsibilities include:

- Fostering self-esteem, self-respect and respect for others in our pupils
- Be alert to signs of bullying type behaviour
- Deal with instances of bullying type behaviour promptly and effectively
- Discuss bullying type behaviour and its effects with our pupils e.g. Circle Time/PDMU/Religion
- Listen to children who report concerns and strive to deal with it effectively
- Listen to and act on any complaint made by a parent

- Report and record suspected cases of bullying type concerns to the principal/designated teacher using the Bullying Concern Assessment Form (see Appendix 6)
- Inform other appropriate staff e.g. classroom assistants and supervisory assistants
- Implement any support and intervention plans developed in response to a bullying type concern
- Use a restorative approach to encourage pupils to take responsibility for their actions, reflect on behaviours, repair harm and modify actions.

We encourage parents to:

- Watch for signs of their child experiencing or displaying bullying type behaviour
- Inform the school of any suspected bullying type behaviour within school
- Encourage their children to report any incidents of bullying type behaviour
- Attend any relevant workshops or meetings organised by school
- Work in partnership with the school to address any specific concerns

Further guidance on rights, roles and responsibilities can be found in our codes of conduct and rights respecting school policy.

5. Statutory systems and processes for reporting, responding and recording

All concerns raised and/or allegations reported, by any member of our school community will be acted upon. There are several channels for raising a concern:

How can pupils report a bullying type concern?

Pupils may report a concern by:

- Speaking to their class teacher
- Sharing a note through the 'worry-boxes' positioned throughout the school
- Talking to one of the 'trusted adults' identified on posters across the school

It should be noted that **ANY pupil** can raise a concern, not just the pupil experiencing the behaviour.

How do parents report a bullying type concern?

Parents/carers may report bullying type concerns in the following ways:

- In the first instance, all bullying type concerns should be reported to the class teacher.
- If an issue is not resolved parents are encouraged to report their concerns to a member of the school leadership team.

How can staff report a bullying type concern?

- In the first instance non-teaching staff can share a concern through the school incident Report/Note of concern form.
- Class teachers can record and share a bullying concern through completing Part 1 of the BCAF and sharing this with a member of the pastoral lead/safeguarding team.

While most bullying type concerns will come from pupils and their parents/carers, the school is open to receiving such reports from anyone within the school and wider community.

All reports of bullying type concerns received from pupils and/or parents/carers will be responded to in line with legislative processes as outlined in this policy. It must be noted that **no information about action taken in relation to a pupil can be disclosed to anyone other than the individual pupil and their parents/carers.**

How will we Respond to and Record a Bullying Concern?

Concerns raised will be responded to using the **legislative flow chart** (appendix 1) and will be assessed against the legal definition using the **Bullying Concern Assessment Form** part 1 and 2 (appendix 6). When an incident is reported the information will be passed onto the following people:

- The teacher of the pupil involved
- Mrs Orla Reavey (as designated teacher for Child Protection)
- Ms Maeve McNeil (As Pastoral Care Co-ordinator and deputy-designated teacher for child protection)
- Mrs Smyth (School Principal)

An investigation will be carried out and if the legal definition and criteria are met, the school will proceed to part 3 of the Bullying Concern Assessment Form with supports and interventions. These will be in line with our Positive Behaviour and SEN policies and current EA guidance as outlined in [Effective Responses to Bullying Behaviour](#) (appendix 4). The type of response will depend on the level of concern raised. Examples of approaches include but are not limited to reflective/restorative discussions, role play situations, Take 5, CALM Plan Approach, Family Hub, Behaviour Support Team, EWO referral and RISE (appendix 5).

Parents will be informed and invited to attend a support and intervention planning meeting. The effectiveness of the supports will be monitored through the completion of the Bullying Concern Assessment Form part 4. Each case will be dealt with individually and follow-up will be tailored to meet the individual needs of the students concerned.

If, however, on investigation, the incident reported does not meet the legal definition having completed the Bullying Concern Assessment Form part 1 and 2. Support will be implemented via the positive behaviour policy and the suite of pastoral, safeguarding and SEN policies.

Digital records of the Bullying Concern Assessment Form will be stored securely within the schools C2K folders. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access. The principal will have oversight of these records.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's 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.

The principal will report a summary of any bullying type incidents to the board of governors to support the ongoing review of preventative and responsive approaches. These reports will be anonymised and include general data. Board of Governors will only discuss specific pupils involved in a case if a formal complaint has been forwarded in writing to the school by the parent.

Professional Development of Staff

The school recognises the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. The school is committed to:

- ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions.
- noting the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff, teaching, and non-teaching.

Staff CPD records will be kept and updated regularly.

Monitoring and Review of Policy

It is the responsibility of the Board of Governors, in liaison with the principal, to monitor the effectiveness of the Addressing Bullying Policy. To this end, the Board of Governors will:

- maintain a standing item on the agenda - incidents of bullying type behaviour will be noted.
- identify trends and priorities for action.
- assess the effectiveness of strategies aimed at preventing bullying type behaviour.
- assess the effectiveness of strategies aimed at responding to bullying type behaviour.

It is a legal requirement that the Addressing Bullying Policy be reviewed at intervals of no less than four years and following any incident, which highlights the need for such a review. It must also be reviewed when directed to by the Department of Education following new guidance. As such, the Addressing Bullying Policy will be reviewed as required, in consultation with the school community, on or before **June 2027**.

Review date :June 2027

Appendices

- 1 EA flowchart
- 2 List of policies
- 3 Positive outcomes from survey
- 4 Restorative/Reflection prompts
- 5 Poster online
- 6 Appendix 6 BCAF

Appendix

1

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

Preventative Approaches, systems and strategies

Concerns reported as alleged bullying type behaviour

Maintain clear chronological digital records - If a young person is educated off-site, ensure effective sharing of information for accountability.

Ensure all support complies with relevant legislation and guidelines such as: The Children (NI) Order (1995), Code of Practice (1996), Freedom of Information Act (2000), Pastoral Care in Schools: Promoting Positive Behaviour (2001), Welfare and Protection of Pupils ELB (NI) Order (2003), SENDO (2005), The Education (SDP) Regulations NI 2010, SEN Resource File (2011), SEND Act (NI) (2020), Addressing Bullying in Schools Act (NI) (2016), EOTAS Centre's Guidance in the Use of SIMs (2017), GDPR (2018), Safeguarding and Child Protection in Schools: A Guide for Schools (2020), A Fair Start Report (2021), CYPs Emotional Health and Well-being Strategy (NI) (2021), Guidance on Remote Learning (2022), Revised PEP (2023), Guidance on Parental Responsibility (2023) etc.

Process to be followed

In every case a Bullying Concern Assessment Form is initiated and attached as a document to a digital record (e.g. SIMS or C2k Private Folder)

Gather information regarding the current incident and review records of previous incidents.

Part 1 & Part 2 of **Bullying Concern Assessment Form (BCAF)** is completed.
TRIP is assessed.

Relational SBEW Policy

BCAF Parts 1 and 2 indicates criteria for Bullying Type Behaviour has **NOT** been met.
Inform parent

Select, implement, and record individualised, solution-focussed, effective interventions and responses to socially unacceptable behaviour.
Maintain digital records
Ensuring that within the SEND COP, appropriate behaviour and support interventions and processes are implemented effectively using for example DENI Putting Care into Education, NIC Guidance on Identifying and Supporting Learners with SEBD etc.

Mindful of the associate SENCO/LSCo pastoral role for **all staff**, consider initiation of PLP, PEP, RRAP, UNOCINI etc to address presenting SBEW

Key staff assess the information gathered against the criteria derived from the legal definition - TRIP/one off- by completing BCAF Parts 1 & 2

If YES, follow AB Policy
If NO, follow PB Policy

All behaviour is communication. Schools must ensure that behaviour is analysed, supported and responded to consistent with all pastoral policies-SEN, CP, PB, Nurture, EHWP, SG rather than sanctioned.

Addressing Bullying Policy

BCAF Parts 1 and 2 indicates criteria for Bullying Type Behaviour **HAS** been met.
Engage with parent and agreed support plan-
Complete Part 3 BCAF

Select, implement, and record individualised, solution-focussed, effective interventions and responses to bullying type behaviour.
Update BCAF digital records

Part 3a
Consult with Parents/Carers to agree supportive strategies for the young person experiencing bullying type behaviour.
Update BCAF

Part 3b
Consult with Parents/Carers to agree supportive strategies for the young person experiencing bullying type behaviour.
Update BCAF

Track, monitor & assess progress aligned with SEND COP, to determine the efficacy of the interventions & outcomes for all students involved, whether displaying or experiencing socially unacceptable or bullying type behaviours.
Ongoing review of Parts 3 & 4 in consultation young people and parents/carers, to achieve agreed outcomes.

Consider timely referral to CYPSP agencies to support plan. Update records

Review & digitally record **OUTCOMES**

Outcomes used to inform summary reporting to BOG

Review & digitally record **OUTCOMES** on BCAF Part 4

Consider timely referral to CYPSP agencies to support plan. Update BCAF

The duty of the Board of Governors is to:

Ensure that incidents of bullying type behaviours feature as a standing item on every agenda.
Oversee reported incidents of bullying or alleged bullying type behaviour involving a registered pupil at the school
Analyse statistics and patterns of alleged or confirmed incidents of bullying type behaviour and respond with agile policy review detailing the preventative curriculum to address changing needs

Appendix

2

St. Patrick's Primary School, Hilltown
Pastoral Care Policies

Name of Policy	Date Reviewed
1.Anti-Bullying Policy	
2.Attendance Policy	
3.Code of Conduct for Parents re E-Safety	
4.Code of Conduct for Staff	
5.Complaints Procedure	
6.Confidentiality Policy	
7.Code of Conduct for Visitors	
8.Critical Incident Policy	
9.Drugs Education	
10.Educational Trips Policy	
11.E-Safety Policy	
12.First Aid Policy	
13.Fire Safety Policy	
14.Health and Safety Policy	
15.Healthy Eating Policy	
16.Intimate Care Policy	
17.Management of Medical Conditions	
18.Medication Policy	
19.Menopause Policy (E.A.)	
20.Mobile Phone Policy	
21.Non-Smoking Policy	
22.Pastoral Care Policy	
23.PDMU Policy	
24.Private Car Policy	
25.Polish Child Protection Policy	
26.Promoting Positive Behaviour Policy	
27.Rights Respecting Policy	
28.Road Safety Policy	
29.Safe Handling and Use of Reasonable Force Policy	
30.Safeguarding and Child Protection Policy	
31.Safeguarding and Child Protection Leaflet	
32.School Council Policy	
33.School Care Policy	
34.Staff Well-being Policy	
35.Treatment of Headlice Policy	
36.Zasady Szkoły (Polish Pastoral Care Policy)	
37. School Profile	

38. Mission Statement	

Appendix

3

Some Questionnaire Results

Parents

100% said my impression of this school is that it is mostly friendly and caring

91% know what to do if your child is experiencing bullying type behaviour

94% feel their child has a trusted adult at school they could talk to if they were experiencing or witnessed bullying type behaviour

97% feel the school teach their child what to do if they are experiencing bullying type behaviour

31% were aware that their child has experienced bullying type behaviour

Focused Group of Children

Teachers will always try to make us feel happy

Friends will always care for you

We are kind and help each other

The Star Pupil award makes you feel good about yourself

Teachers have a smile on their face

Children

77% of the children feel calm

84% don't feel lonely

86% of our children feel they are kind

94% of our children feel liked

Staff

100% of our staff feel our students treat each other with respect

100% feel St Patrick's is a friendly, caring school

Staff feel children need to know what acceptable behaviour is, unacceptable behaviour is and what is bullying behaviours. Aware of the definition and to be accountable for their actions

Board of Governors

Members of staff are very conscious of the pupils and their needs. Any issues that arise are dealt with competently and confidently.

We are kept aware of how the school is dealing with any concerns

Staff follow all procedures/policy to the best of our knowledge about the incident

Previous experiences from St Patricks and how incidents are managed and prevented.

Bullying is taken very seriously in school.

Appendix

4



Restorative Questioning



Restorative Questioning



Use Open Restorative	Possible Prompts	Give permission to talk by using no-verbal reinforcements such as:
What happened?	Who..... Where..... When..... Why..... ?	✓ Tone ✓ Pace ✓ Nods ✓ Smile ✓ Echoing the last word
How did you feel about.....?	Discuss emotional impact	
How do you think your actions made others feel?	Emphathise - "That must have been very difficult".	
What were you thinking?		✓ Mm's of agreement ✓ Lean slightly forward
What did you choose to do/say then?	Discuss how this contributed to what happened - what impact did this choice have on you/others?	✓ Relaxed eye contact ✓ Silence
What different choice could you make next time this happens?	Suggestions of positive actions - "Could you perhaps have.....?"	✓ Paraphrase/ Summarise ✓ Affirm
What do you think we need to do to make this better/right?	Try to avoid offering solutions. Try - "Have you thought about.....?" or "Would you consider.....?"	✓ Empathise

Use Open Restorative	Possible Prompts	Give permission to talk by using no-verbal reinforcements such as:
What happened?	Who..... Where..... When..... Why..... ?	✓ Tone ✓ Pace ✓ Nods ✓ Smile ✓ Echoing the last word
How did you feel about.....?	Discuss emotional impact	
How do you think your actions made others feel?	Emphathise - "That must have been very difficult".	
What were you thinking?		✓ Mm's of agreement ✓ Lean slightly forward
What did you choose to do/say then?	Discuss how this contributed to what happened - what impact did this choice have on you/others?	✓ Relaxed eye contact ✓ Silence
What different choice could you make next time this happens?	Suggestions of positive actions - "Could you perhaps have.....?"	✓ Paraphrase/ Summarise ✓ Affirm
What do you think we need to do to make this better/right?	Try to avoid offering solutions. Try - "Have you thought about.....?" or "Would you consider.....?"	✓ Empathise



Restorative Questioning

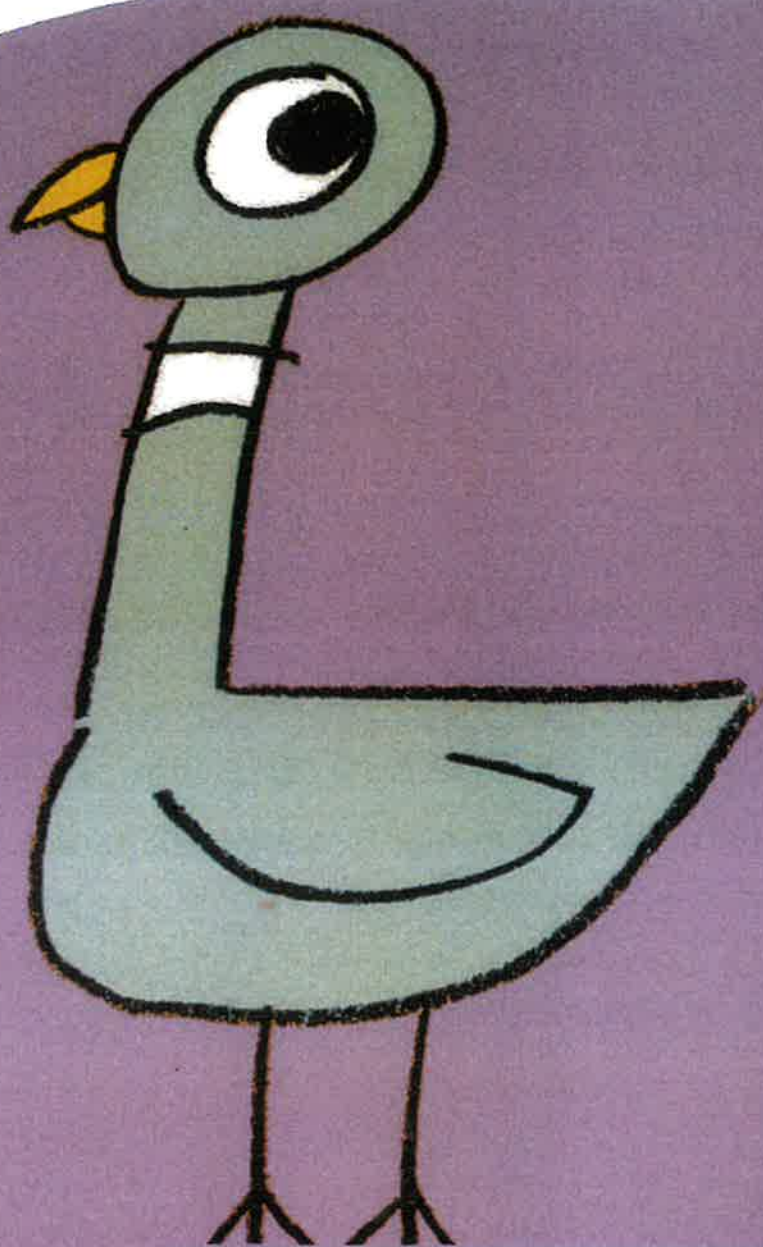


Restorative Questioning



Use Open Restorative	Possible Prompts	Give permission to talk by using no-verbal reinforcements such as:
What happened?	Who..... Where..... When..... Why..... ?	✓ Tone
How did you feel about.....?	Discuss emotional impact	✓ Pace
How do you think your actions made others feel?	Emphathise - "That must have been very difficult".	✓ Nods
What were you thinking?		✓ Smile
What did you choose to do/say then?	Discuss how this contributed to what happened - what impact did this choice have on you/others?	✓ Echoing the last word
What different choice could you make next time this happens?	Suggestions of positive actions - "Could you perhaps have.....?"	✓ Mm's of agreement
What do you think we need to do to make this better/right?	Try to avoid offering solutions. Try - "Have you thought about.....?" or "Would you consider.....?"	✓ Lean slightly forward
		✓ Relaxed eye contact
		✓ Silence
		✓ Paraphrase/ Summarise
		✓ Affirm
		✓ Empathise

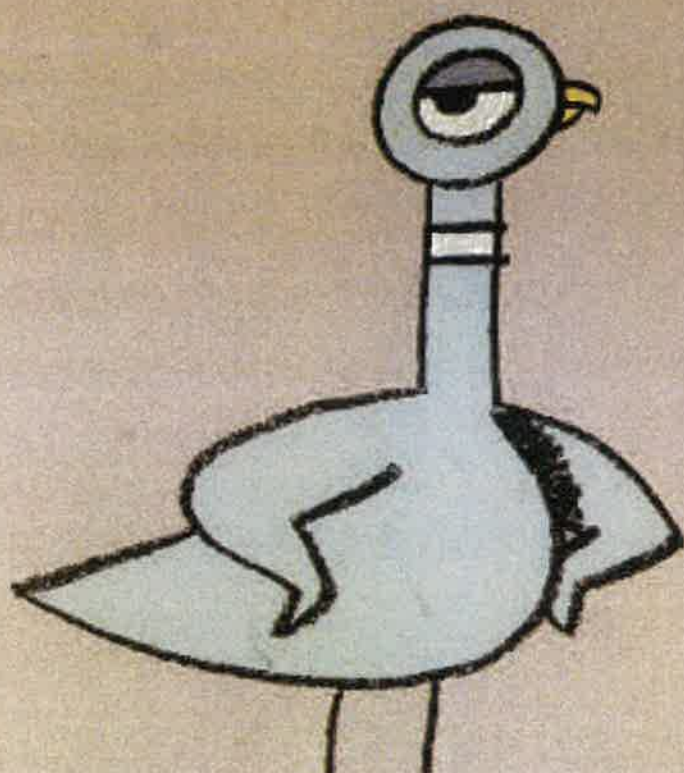
Use Open Restorative	Possible Prompts	Give permission to talk by using no-verbal reinforcements such as:
What happened?	Who..... Where..... When..... Why..... ?	✓ Tone
How did you feel about.....?	Discuss emotional impact	✓ Pace
How do you think your actions made others feel?	Emphathise - "That must have been very difficult".	✓ Nods
What were you thinking?		✓ Smile
What did you choose to do/say then?	Discuss how this contributed to what happened - what impact did this choice have on you/others?	✓ Echoing the last word
What different choice could you make next time this happens?	Suggestions of positive actions - "Could you perhaps have.....?"	✓ Mm's of agreement
What do you think we need to do to make this better/right?	Try to avoid offering solutions. Try - "Have you thought about.....?" or "Would you consider.....?"	✓ Lean slightly forward
		✓ Relaxed eye contact
		✓ Silence
		✓ Paraphrase/ Summarise
		✓ Affirm
		✓ Empathise



1



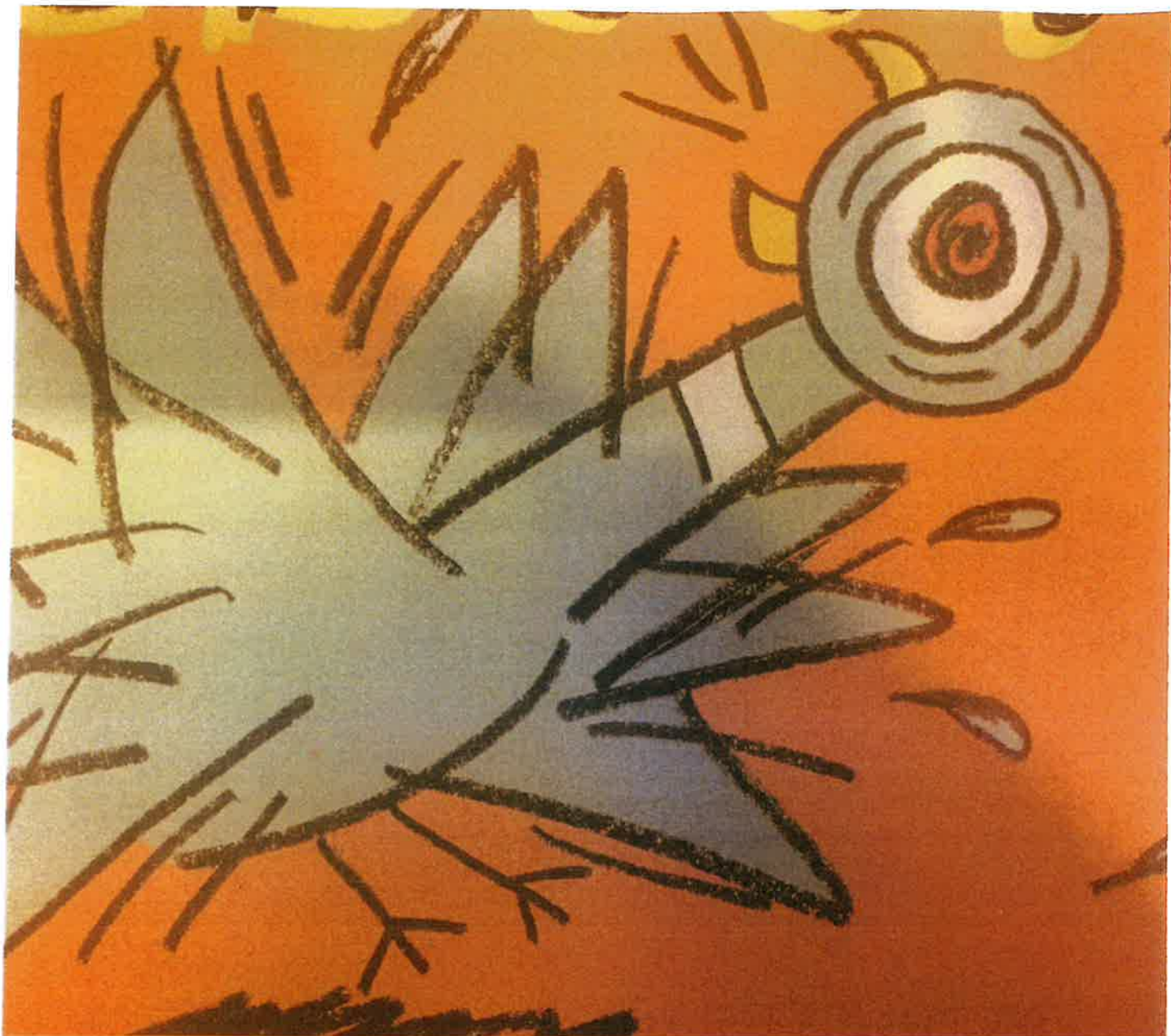
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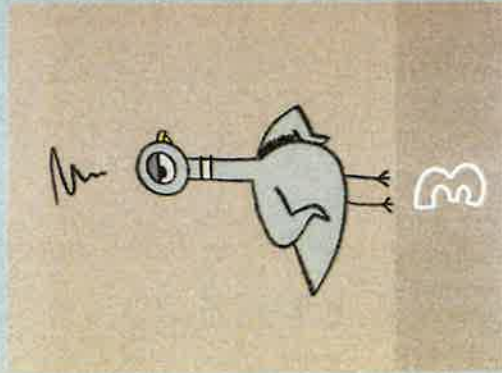
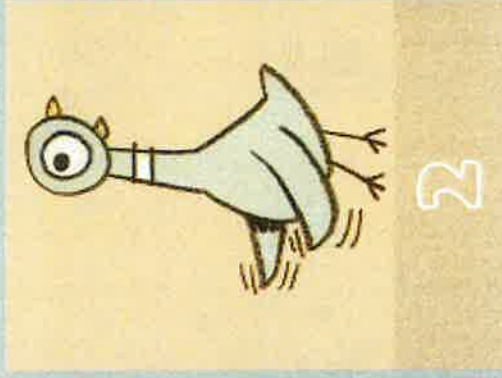
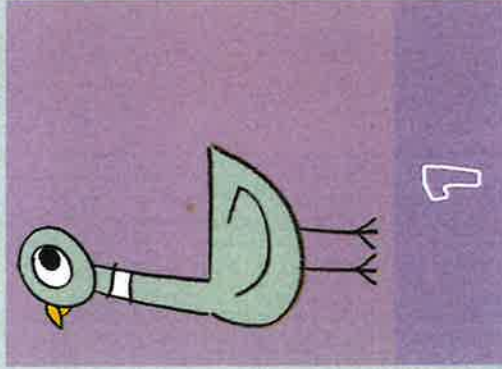
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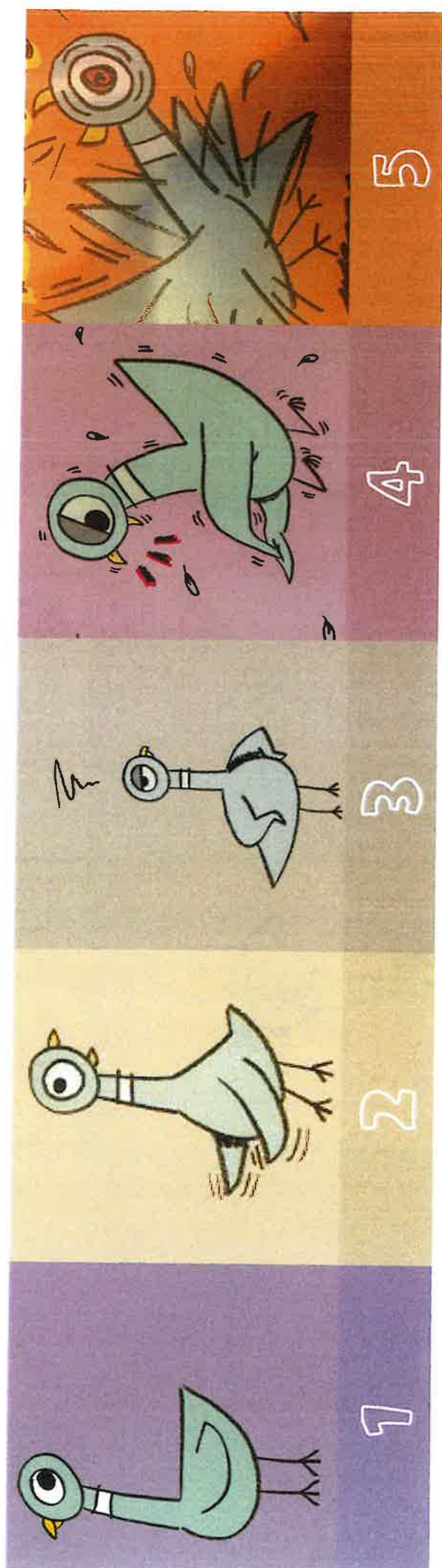
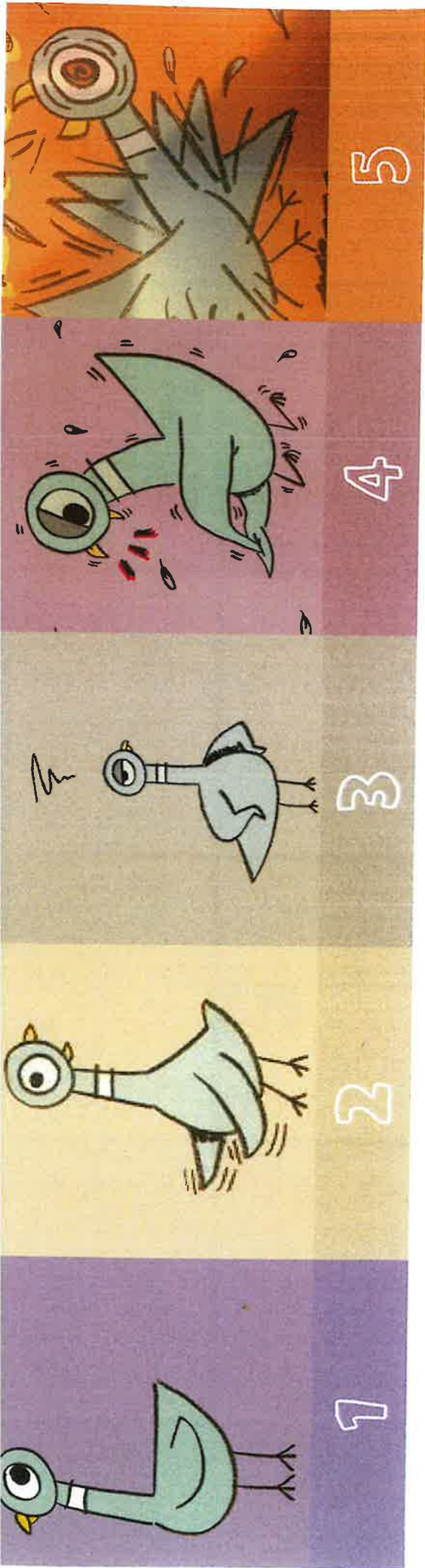
DATE



LOOKS
LIKE

FEELS
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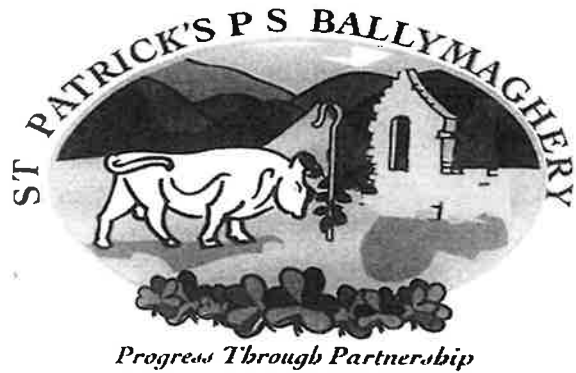
I CAN
TRY



Appendix

5

RULES FOR ONLINE SAFETY



1. I will not give out personal information such as my address, telephone number, parents' work address/telephone number, or the name and location of my school without my parents' permission.

2. I will tell my parents right away if I come across any information that makes me feel uncomfortable.

3. I will never agree to get together with someone I "meet" online without first checking with my parents. If my parents agree to the meeting, I will be sure that it is in a public place and bring my mother or father along.

4. I will never send a person my picture or anything else without first checking with my parents.

5. I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do I will tell my parents right away so that they can contact the service provider.

6. I will talk with my parents so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.

7. I will not give out my Internet password to anyone (even my best friends) other than my parents.

8. I will always show respect for other people in a chat room. I know whatever I write can be copied and sent on to lots of other people including my parents and my school.

9. If someone online makes me feel uncomfortable or scared, I will leave the chat room,

switch off the computer and tell a responsible adult.

10. I will not open email attachments from people I don't know.

Appendix

6

BCAF Part 1 – Assessment of Concern The legal definition of bullying is “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

Staff/Pupil	Name(s)	Gender	Year/Tutor
Person(s) reporting the concern		M/F	
Name of pupil(s) experiencing alleged bullying behaviour		M/F	
Name or pupils demonstrating alleged bullying behaviour		M/F	

Summary of incident(s): Attach all written accounts/drawings of incident(s) completed by pupils involved and witnesses if necessary

This form should be returned to the class teacher of the child who is experiencing alleged bullying type behaviour.

Staff Signature: _____ Date: _____

Is the behaviour Targeted at a specific pupil or group of pupils?	YES/NO	
Is the behaviour Repeated ?	YES/NO	
Is the behaviour Intentional ?	YES/NO	
Is the behaviour causing Physical or Emotional harm?	YES/NO	
Does the behaviour involve omission?	YES/NO	
Could the incident be seen as a significant one off incident	YES/NO	
Status/nature of previous relationships between those involved		
Records of previous incidents involving the individuals		
The criteria has been fully met and bullying type behaviour has occurred	Yes/No	
Where the definition has been met continue to follow up in line with the anti-bullying policy		
Where the criteria has not been met proceed and record intervention and support in line with the Positive Behaviour Policy or other appropriate school policies		
Key adult responsible for the follow-up		

PART 2

2.1 Who was targeted by or experienced 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 the use of weapons)
☐ Verbal (includes name calling, insults, jokes, threats, hurtful comments, spreading rumours)
☐ Social (includes group manipulation, individual manipulation, controlling behaviour)
☐ 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:

- ☐ Ability
☐ Age
☐ Appearance
☐ Community background
☐ Cultural
☐ Disability (related to perceived or actual disability)
☐ Family circumstance (pregnancy, marital status, young carer status)
☐ Gender identity
☐ Child Looked After (CLA)
☐ Not known
☐ Other _____
☐ Peer Relationship breakdown
☐ Political affiliation
☐ Pregnancy
☐ Race
☐ Religion
☐ Sex
☐ Sexual orientation

Next Step/Follow-Up (include any initial interventions and support)

Staff Signature: _____

Date _____

(Please forward a copy of the completed BCaF Part 1 and 2 and any other documentation gathered to the safeguarding team for digital storage and completion of part 3a and 3b if required)

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	Types of Intervention	Success Criteria	Action taken by whom and when	Outcomes 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 3b RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOURS:

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	Types of Intervention	Success Criteria	Action taken by whom and when	Outcomes 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
(TO BE COMPLETED FOR EACH PUPIL INVOLVED)**

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:



Part 4 – REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE
(TO BE COMPLETED FOR EACH PUPIL INVOLVED)

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

A guide to... High 5

Do the High 5...

Ignore

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.
- Use role play to show what ignoring looks like, sounds like and may feel like.

Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use 'I' statements 'I feel... When you... Because...'

Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- Do not look back. Walk confidently, don't run.

Talk Firmly

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your 'I' statement. E.g. 'I said...'
- State the consequences of continued bullying.

Report

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders support and report.
- Report, report, report until somebody listens.

What is High 5?

- It is an effective strategy to develop problem-solving strategies for our students.
- A whole school approach that can also eradicate bullying.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

How does High 5 help?

- High 5 values used to foster better relationships, personal achievement and improved student well-being.
- High 5 can be used to build student's social skills and resilience.
- High 5 can have a positive impact and help shape the schools code of behaviour.

As a Staff:

- We want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills.
- We want to promote pro-active strategies to prevent incidents becoming bullying.

How is High 5 implemented?

- High 5 program takes 4/5 sessions to implement. (1 structured lesson for 4/5 weeks to teach the strategy).
- Use the Y chart (looks like, feels like, sounds like).
- All steps should be modelled and taught through role play.
- Each class will have a High 5 display showing steps for problem-solving strategies.

Reporting Vs Dabbing:

Children need to know the difference between reporting and dabbing.

Reporting is helping/getting yourself out of trouble.

Dabbing is trying to get someone in trouble using a whiny voice.

Reporting:

- Children should in most circumstances attempt to problem solve themselves first.
- Unsuccessful after doing High 5 steps see teacher.

Asking the teacher for support:

Teacher dialogue should take the following format:

- Is this a serious problem?
- Is this your problem?
- What have you tried already to solve it? (Have you tried the High 5?)
- Do you want a solution?
- What sort of solution do you want?

Reporting straight away

- If the issue involves health or safety children to report straight away to a teacher.
- They are not to solve problem themselves. E.g. incidents of physical danger, child running out of school gates

Reporting Phase

- Role of Teacher:
- Investigate and discuss incident with child.
- Refer to detention /advise Class Teacher
- Serious refer to Administration

Success occurs when children can not only talk the talk...
but walk the walk.

High 5

Ignore.



✓ Pretend you didn't hear it.

✓ Do not make eye contact.

✓ Maintain positive body posture (calm, confident).

✓ Think positive self-esteem statements.

✓ Count to five in your head slowly.

✓ Take deep breaths.

High 5 Talk Friendly.



- ✓ Use a calm voice.
- ✓ Maintain eye contact.
- ✓ Confident body language.
- ✓ Maintain relatively close body proximity.
- ✓ Use 'I' statements: I feel... when you... because...

High 5 Walk Away.



- ✓ Stand tall, head up high.
- ✓ Mouth closed.
- ✓ Look confident.
- ✓ Do not use eye contact
- ✓ Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- ✓ Do not look back. Walk confidently, don't run.

High 5 Talk Firmly.



✓ Use an assertive voice, slightly raised.

✓ Re-state your 'I' statement. e.g. 'I said...'

✓ Tell them to stop it.

✓ State the consequences of continued bullying.

High 5

Report.



- ✓ Walk away and tell a staff member!
- ✓ Go to a safety zone.
- ✓ Look confident.
- ✓ Bystanders: support and report.
- ✓ Report, report, report until somebody listens.

Remember....

Reporting is helping/getting yourself out of trouble.

Dobbing is trying to get someone in trouble using a whiny voice.



Behaviour Think Sheet

What happened?

When did it happen?

Why did it happen?

What different choice could you make next time this happens?

What do you think we need to do to make this better/right?

