

MARKETHILL PRIMARY SCHOOL



Tomorrow's Success Begins Today... 

Anti-Bullying Policy

SECTION 1 – INTRODUCTION

In Markethill Primary School, we strive to promote excellence in child centred education in a safe, inclusive, nurturing and stimulating environment where the dignity of all is valued and where everyone can aspire, aim, achieve and experience success.

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, free from intimidation, fear and the threat of emotional or physical harm.

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

The welfare and well-being needs of all children are paramount and pupils' needs, whether pupils displaying bullying behaviour or pupils experiencing bullying behaviour, are our priority.

SECTION 2 – POLICY AIMS

In Markethill Primary School we:

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

SECTION 3 – ETHOS AND PRINCIPLES

At Markethill Primary School we have based our Anti-Bullying Policy on our school ethos and principles, which underpin everything we do:

- 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 feels safe 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.

Within Markethill Primary School, the pastoral care structures are based on a shared understanding of what it means to be a safe, caring and respectful school. This shared understanding appreciates that:

- each person is unique and worthy of respect;
- the school is proactive in its approach to pastoral care and recognises that it is for the entire school community and not just for those experiencing difficulties;
- pastoral care permeates the life of the school and everyone has responsibility for this;
- pastoral care is not imposed but is a nurturing response to discerned need;
- the school can receive support and expertise from statutory and voluntary bodies in the community; and,
- appropriate resources, policies, procedures and training are provided to ensure the effective implementation of the pastoral care programme.

SECTION 4 – CONTEXT

At Markethill Primary School we have based our Anti-Bullying Policy on the following legislative and policy guidance.

The Legislative Context:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Health and Safety at Work Order (Northern Ireland) 1978

The Policy & Guidance Context

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
- Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)
 - Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)
 - Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

The International Context

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

SECTION 5 - DEFINITION AND ITS RELATED UNDERSTANDING

At Markethill Primary School we take the legal definition of bullying from ‘*The Addressing Bullying in Schools Act (Northern Ireland) 2016*’:

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

- a) any verbal, written or electronic communication,
- b) any other act, or
- c) any combination of those,

by a pupil or 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 School’s Understanding and Interpretation of the Definition

In adopting the definition above and the phrase ‘*is not limited to*’, Markethill Primary School recognises that the terms ‘*repeated use*’ or ‘*persistent*’ will generally be required to denote an act of bullying. Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others. Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.

However, we also recognise that a significant and serious one-off incident may require the implementation of this policy. When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:

- severity and significance of the incident
- evidence of pre-meditation
- impact of the incident on individuals (physical/emotional)
- impact of the incidents on wider school community
- previous relationships between those involved
- any previous incidents involving the individuals
- cognitive and SEN ability, imbalance of power, age and size

The school staff will undertake to discuss the following questions:

- Does the school recognise that the action of the pupil displaying alleged bullying behaviour was **intentional**?
- Does the school believe there was a significant level of **harm** intended from one pupil to another through this action?
- Does the pupil have a **capacity to understand** the impact and consequences of their behaviour?
- Was there any perceived or actual **imbalance of power** between the pupils(s) displaying bullying behaviour and those experiencing it, e.g. physical, psychological and/or intellectual?

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

SECTION 6 – FACTORS THAT CREATE BULLYING

At Markethill Primary School we acknowledge the various motivations behind bullying, including those named in the Act. These include, but are not limited to:

- Age
- Appearance
- Breakdown in peer relationships
- Social and economic status
- Community background
- Political affiliation
- Gender identity
- Sexual orientation
- Marital status
- 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, at Markethill Primary School 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 describing the situation surrounding that child, e.g.:

- 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.

At Markethill Primary School 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 7 – POSSIBLE BULLYING BEHAVIOURS

At Markethill Primary School the following unacceptable behaviours on the school premises (i.e. school trips, short journeys to and from school or activities at other schools/venues), when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

Verbal or written acts

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

Physical acts

- Hitting
- Kicking
- Pushing / shoving
- Spitting
- Nipping
- Material harm, such as taking/stealing money or possessions or causing damage to possessions
- Making signs and gestures

Omission (Exclusion)

- Leaving someone out of a game, deliberately and repeatedly,
- Refusing to include someone in group work, deliberately and repeatedly,

Electronic Acts (ON OUR SCHOOL PREMISES/PARENT RESPONSIBILITY OFF SITE)

- Using online platforms or other electronic communication to carry out many of the written acts noted above
- Impersonating someone online to cause hurt
- Sharing images (e.g. photographs or videos) online to embarrass someone

Whilst these lists are not exhaustive, behaviours which fit with the definition may be considered bullying behaviour.

SECTION 8 – PREVENTATIVE MEASURES

At Markethill Primary School we aim to promote a strong anti-bullying ethos within the school and the wider school community. We aim to prevent bullying and create a safe learning environment.

Examples of strategies that we use to prevent incidences of bullying include:

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- Promotion of anti-bullying messages through the curriculum e.g. 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, PSNI workshops (e.g. sectarian, racist, homophobic, transphobic, disablist, etc.)
- Involvement in meaningful and supportive shared education projects with St Patrick’s Primary School, Crossmaglen, supporting pupils to explore, understand and respond to difference and diversity.
- Through the preventative curriculum actively promote positive emotional health and wellbeing (e.g. mindfulness training, NSPCC “speak out stay safe” programme, Action Mental Health, Learning Mentor)
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g. Safer Internet Day
- Development of peer-led systems e.g. School Council to support the delivery and promotion of key anti-bullying messaging within the school
- Development of effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches) 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 (e.g. break time, lunch)
- Provision and promotion of extra and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, creative arts, leisure and games, etc.
- eSafety leaflet/policy issued to parents and on school website and school app

Please note that the above list is not exhaustive.

Travelling to and from school

Ultimately, parents are responsible in ensuring their children behave appropriately on the way to and from school.

In conjunction with this we, at Markethill Primary School, take **preventative measures** to educate against inappropriate behaviour on the way to and from school. While many of the measures outlined above will support the development of an anti-bullying culture, there are a number of ways we further build upon this including:

- 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.

- Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. This may include the implementation of peer monitoring systems on buses and for those walking.
- Regular engagement with transport providers (e.g. EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (e.g. local shops, cafes, 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 (e.g. staff duty at school gate/bus stops, where appropriate)

Online Bullying

Ultimately, **parents** are responsible in ensuring steps to **prevent bullying through the use of electronic communication** amongst pupils. As the pupils in our school are under the age of 12, it is the responsibility of the parents and guardians to be fully aware of what their child is doing online. Parents are also responsible for the age restrictions that are evident for social media applications. The schools 'DUTY OF CARE' will not be used in situations where pupils behave inappropriately on platforms as this is the responsibility of parents. Should incidents of online bullying and abuse be reported to our school by a concerned parent we will advise these parents as to how to report this behaviour to the appropriate authority i.e. PSNI. If evidence of aspects of bullying become integrated into school life, we will play an active role.

IT IS THE REQUIREMENT OF PARENTS TO KEEP THEIR CHILD SAFE FROM INTERNET BULLYING WHILST AT HOME.

ULTIMATELY, PARENTS ARE RESPONSIBLE FOR IMPACT OF ONLINE BULLYING.

In conjunction with this we, at Markethill Primary School, take **preventative measures** to educate against online bullying by:

- 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 (e.g. 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.
- Development and implementation of robust and appropriate policies in related areas (e.g. Acceptable Use of the Internet Policy, Mobile Phone/Smart watch/connected devices Policy, Connected Devices Policy, etc.).

It is important to remember that our Anti-Bullying Policy is one of a number of policies in the wider pastoral care and safeguarding suite of policies.

We ensure our policies align and provide consistent messages for parents and pupils. The measures set out here, to prevent bullying behaviour through the use of electronic communication is also be included in our school's e-Safety Policy and Acceptable Use of the Internet Policy.

SECTION 9 – THE BOARD OF GOVERNORS

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

The BoG will follow the following guidelines from the ‘The Addressing Bullying in Schools Act (Northern Ireland) 2016’:

(1) The Board of Governors will:

- a) ensure that policies designed to prevent bullying involving a registered pupil at the school are pursued at the school;
- b) determine the measures to be taken at the school (whether by the Board of Governors, the staff of the school or other persons) with a view to preventing bullying involving a registered pupil at the school:
 - i. on the premises of the school during the school day;
 - ii. while travelling to or from the school within the times permitted:
 - 7.45 – 8.10am (for those pupils attending Breakfast Club)
 - 8.45 – 9.10am (for those pupils attending a normal school day)
 - 3.15 – 3.30pm (for those pupils leaving school after a normal school day) or
 - 4.00 – 4.15pm for those pupils attending an after school club)
 *The school notes that there is no school supervision during the times above. Incidents may relate to the ‘word’ of one pupil or adult against another. This may lead to insufficient efficient being available for a decision to be made in relation to bullying.
 - iii. while the pupil is in the lawful control or charge of a member of the staff of the school; or
 - iv. while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school;
- c) review those measures noted above
 - i. at intervals of no more than 4 years;
- d) before determining or revising those measures, consult (in such manner as appears to it to be appropriate) the principal and the registered pupils at the school and the parents of those pupils;
- e) in determining or reviewing those measures, have due regard to any guidance given by the Department;
- f) prepare a written statement of such measures and secure that—
 - i. a copy of that statement is given or otherwise made available, free of charge and in such form as the Board of Governors considers appropriate, to the parents of all registered pupils at the school and to the staff of the school; and
 - ii. copies of the statement are available for inspection at the school at all reasonable times, free of charge and in such form as the Board of Governors considers appropriate; and,
- g) secure that such measures are taken.

(2) The Board of Governors of a grant-aided school may, to such extent as it thinks reasonable, consider measures to be taken at the school (whether by the Board of Governors, the staff of the

school or other persons) with a view to preventing bullying involving a registered pupil at the school which:

- a) involves the use of electronic communication
Please note: that as primary school pupils are under the age of 12, it is the responsibility of parents/guardians to be fully aware of what their child is doing 'online', out of school and the age restrictions that are evident for social media applications. The school's duty of care will not be used in situations where pupils behave inappropriately on platforms outside of school as this is the responsibility of parents. Should instances of online bullying and abuse be reported to the school by concerned parents, we will advise those parents on how to report the incident to the appropriate authorities i.e. PSNI. If evidence of aspects of bullying become integrated into school life, then we will play an active role. It is a requirement of parents to keep their child safe from internet bullying whilst at home.
- b) takes place in circumstances other than those listed in subsection (1)(b); and,
- c) is likely to have a detrimental effect on that pupil's education at the school.

SECTION 10 – CONSULTATION AND PARTICIPATION

At Markethill Primary School we have based our Anti-Bullying Policy in consultation with registered pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

We worked with pupils through the following consultation processes:

- Consultative workshops with pupils and outside agencies i.e. NSPCC
- Class-based activities/Circle Time
- Creation of a reference group of pupils, i.e. the School Council

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

- Information events with parents/carers i.e. P1 induction and parent class information sessions
- Policy displayed on the school website/app/newsletter
- Engagement with parent groups, e.g. The Hub

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

- Staff Development Day
- Representative members of staff involved in anti-bullying policy i.e. Vice-Principal and Pastoral Care Co-ordinator

SECTION 11 – RECORDING INFORMATION

'The Addressing Bullying in Schools Act (Northern Ireland) 2016' requires schools to record all incidents of bullying behaviour and alleged bullying incidents. Incidents of alleged bullying behaviour reported to the school must be recorded. This will be done by the Class Teacher, Vice-Principal or Principal.

The school will 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.

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.

Duty to keep a record of incidents of bullying

(1) The Board of Governors of a grant-aided school must ensure that a record is kept of all incidents of bullying or alleged bullying involving a registered pupil at the school that occur:

- a) on the premises of the school during the school day;
- b) while travelling to or from the school during the school term, within the times of the school day;(ultimately parents are responsible in ensuring their children are not engaging in bullying acts/incidents while travelling to or from the school during the school term)
- c) while the pupil is in the lawful control or charge of a member of the staff of the school; or
- d) while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

(2) A record must:

- a) state what, from all of the circumstances, appears to be the motivation of the incident;
- b) state the methods of bullying,
- c) include information about how the incident was addressed.

(3) For the purposes of subsection (2)(a), motivation may, for example, relate to:

- a) differences of religious belief, political opinion, racial group, age, sex, sexual orientation or marital status;
- b) differences between persons with a disability and persons without;
- c) differences between persons with dependants and persons without;
- d) differences between persons based on gender reassignment;
- e) differences between persons based on pregnancy.

SECTION 12 – REPORTING A BULLYING CONCERN

At Markethill Primary School we aim to promote a strong anti-bullying ethos within the school and the wider school community. In this climate we ensure pupils, parents and anyone else with concerns can make these known to the school. At Markethill Primary School it is essential that pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff.

Pupils reporting a concern

At Markethill Primary School, pupils can raise concerns by either:

- Verbally - talking to a member of staff
- By writing a note to a member of staff
- By posting a comment in a class 'worry box'

ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. 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

At Markethill Primary School parents and carers can raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Parents/carers are reminded of the need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

Parents are reminded that whilst on school premises they should ensure they follow school protocol and **NEVER** address issues with a child or parent. Please follow the school procedures described below.

The process of parents/carers raising/reporting bullying concerns by:

- 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 Vice-Principal/Principal, as applicable.
- Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's Complaints Procedure should be followed. (Please refer to Markethill Primary School Complaints Procedure Policy) This usually involves making a formal, written complaint, to the Chair of the Board of Governors

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 actions taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

SECTION 13 – RESPONDING TO A BULLYING CONCERN

The processes outlined below provide a framework for how Markethill Primary School will respond to any bullying concerns identified.

Using the NIABF (Northern Ireland Anti-Bullying Forum) Effective Responses to Bullying Behaviour resource, the member of staff responsible will use some /all of the following strategies:

- 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

NIABF advocates a **restorative** approach to responding to bullying behaviour. Interventions suggested in the Effective Responses to Bullying Behaviour resource will be adapted by Markethill Primary School when responding to the behaviour, resolving the concern and **restoring** the wellbeing of those involved.

When responding to a bullying concern, Markethill Primary 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. Refer to Markethill Primary School Positive Behaviour Policy for consequences and sanctions used

It must be noted that information regarding any action taken regarding a pupil **cannot be disclosed to anyone** other than that pupil and his/her parents/carers

SECTION 14 – ROLES AND RESPONSIBILITIES

Everyone in the Markethill Primary School community, 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

Governors are responsible for:

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

The Principal is responsible for:

- Initiating and overseeing the development and regular review of policies and procedures.
- Consulting pupils, staff and stakeholders in the development and review of the policies.
- Ensuring the effective communication of the policies to all stakeholders.
- Ensuring that staff are trained as necessary to carry out the policies.
- Overseeing the effective implementation of the policies.
- Providing appropriate role models for all staff and pupils.
- Providing opportunities and mechanisms for the sharing of good practice.

- Taking appropriate action in cases of bullying and ensuring a consistent response to incidents.
- Ensuring that the school carries out its statutory duties effectively.

Staff are responsible for:

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

Pupils are responsible for:

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

Parents are responsible for:

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

SECTION 15 – PROFESSIONAL DEVELOPMENT OF STAFF

At Markethill Primary School we recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This includes:

- Staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions.
- Through training on both the policy and its procedures - any amendments made, inclusions added etc. will be added to Markethill Primary School this Anti Bullying Policy and any correlated policies.
- Safeguarding training are afforded to Governors and all staff – teaching and non-teaching.
- CPD records will be kept and updated regularly.
- Cluster training with various primary schools in our area.
- New and temporary staff will be made aware of the Anti-Bullying Policy and other practices in relation to this.

SECTION 16 – LINKS TO OTHER POLICIES

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

- Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- E-Safety Policy & Acceptable Use of Internet Policy
- Mobile Phone & Connected Devices Policy
- Educational Visits
- Complaints Policy
- Suspension and Expulsion of Pupils Policy

SECTION 17 - MONITORING AND REVIEW OF POLICY

At Markethill Primary School to ensure we monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors 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
- 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 SEPTEMBER 2025.

This policy was adopted at a meeting of the Board of Governors held on XXXXXXX 2021.

Chair of the Board of Governors:	
Principal:	
Review Date:	September 2025

**MARKETHILL PRIMARY SCHOOL
BULLYING CONCERN ASSESSMENT FORM**

1.

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met: The school will treat any incident which meets these criteria as bullying 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

2.

YES the above criteria have been met and bullying behaviour has occurred.	NO the above criteria have not been met and bullying behaviour has not occurred.
The criteria having been met, proceed to complete Bullying Concern Assessment Form below.	The criteria having not been met, proceed to record the details in the Class Incident Report. Please refer to the Positive Behaviour Policy for the appropriate sanction. Continue to track and monitor to ensure the behaviour does not escalate.

3.

Incident Date:	Pupils Involved + Class:	
Incident Report (where, why, when, who witnessed):		
Teacher's Signature	VP/Principal Signature:	Parents Informed: Yes / No

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

Behaviour reported as alleged bullying

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

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

Process to be followed

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

Check for Previous Incident(s) – refer to SIMS reports (BMM)

Current Incident

Gather information and access information on SIMS Behaviour Module

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

Parents/Carers are engaged and kept informed
Update BCAAF

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

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

Tailored interventions should be implemented to reduce the level of unacceptable, anti-social behaviour(s) to ensure behaviour does not move into bullying behaviour:
Update BMM/SIMS/digital record

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

Apply appropriate consequences and implement restorative intervention(s)

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

Continue with the **Anti-Bullying Policy**

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

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

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

Parents/Carers are engaged and kept informed
Update BCAAF

External, multi-agency support is required/
Update BCAAF

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

Outcomes used to inform summary reporting to BOG

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

External, multi-agency support is required/
Update BCAAF

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

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

Enhanced accountability for BOG, schools and supporting agencies to work with appropriate multi-disciplinary team to identify and address need

Learner Centred Approach – Pupil and Parent/Carer voice valued and engaged in the process