

TOWERVIEW PRIMARY SCHOOL



ANTI-BULLYING POLICY

October 2024

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Towerview Primary School Anti-Bullying Policy

Towerview Primary School repudiates bullying behaviour of any kind, to any member of the school community, by any member of the school community.

Legislation

This policy is informed and guided by current legislation and DE Guidance listed below:

The Legislative Context:

- Health and Safety at Work NI Order 1978 The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (Northern Ireland) Order 1998 Article 3 – see DE 1998/25
- WELFARE AND PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003
- THE EDUCATION (2006 ORDER) (COMMENCEMENT NO.2) ORDER (NORTHERN IRELAND) 2007
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- Addressing Bullying in Schools Act (Northern Ireland) 2016

DE Guidance:

- Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR DE, 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools DE 2017 – to be read in conjunction with the following:
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's (SBNI) Policies and Procedures 2017
- Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors 2019

Ethos

At Towerview, we believe in and are committed to a society where bullying is unacceptable and where every child and young person is safe and feels 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 antibullying 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.

Consultation

This policy is subject to consultation which will be carried out in line with whole school development planning consultation to pupils, parents, staff and governors in the form of an online survey on a three-year cycle.

The anti-bullying policy may be subject to interim review if required.

It was last reviewed in Summer 2019 after online survey before being updated in summer 2021, this will again be reviewed in 2024 or before if necessary.

Pupil Voice will feed into consultation and ongoing anti-bullying messaging through the involvement of the school council, KS2 online survey completion and through whole school pastoral provision such as our TAPS programme

The policy will be published on the school website, school stakeholders will be furnished with a link shared via Classdojo.

In Towerview we believe that bullying is unacceptable.

Towerview Primary School aims to foster values of tolerance and mutual respect through promoting the self-esteem of all members of the school community. Bullying behaviour is contrary to the school ethos.

We recognise that bullying is a concern for all of us, including pupils, teaching, non-teaching staff, parents and governors.

All pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied.

What is bullying?

Legal definition of Bullying: *“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
(Addressing Bullying in Schools Act (NI)2016)

When bullying is talked about in school, teachers explain that bullying is when someone means to do it (intentional) and it usually happens over a period of time (sustained).

Bullying can manifest itself in a number of ways:

1. **Physical** - includes jostling, physical intimidation, punching/kicking, any other physical contact which may include use of weapons
2. **Verbal** - includes name calling, insults, jokes, threats, spreading rumours
3. **Indirect/Exclusion** - includes isolation, refusal to work with/talk to/play with/help others, interfering with personal property and includes cyber-bullying: misuse of mobile phones and internet programmes to humiliate, threaten and/or isolate another

More fully, bullying can also be described as: "A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the pupil displaying bullying behaviour. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents."

Bullying usually has the following four features:

- It is repeated behaviour that happens over a period of time
- It involves an imbalance of power
- It is intentionally hurtful behavior
- It causes distress

This can include (but is not limited to):

- being called names
- being teased
- being pushed or pulled about
- having money and other possessions taken or damaged
- having rumours spread about you
- being ignored and left out
- being hit, kicked or physically hurt in any way
- being threatened or intimidated
- receiving upsetting mobile phone or email messages

What is Cyber Bullying?

Technology has provided us with more and faster ways to communicate on a global basis than has ever been the case in the past. We acknowledge the potential for children to be exposed to bullying through written, verbal, image and video exchanges online and we aim to tackle this issue through responding to reports of online abuse with parents and pupils and also proactively through E-Safety education as an aspect of PDMU.

Cyber bullying is bullying that takes place through electronic technologies, such as:

- Mobile or smart phones – eg. calls, texts, BBM, etc.
- Smart phone apps – eg. Kik Messenger, Snapchat, WhatsApp, etc.
- Social network websites – eg. Facebook, Twitter, askFM, Instagram, etc.
- Gaming consoles – eg. Xbox Live, Playstation, etc.

Some examples of cyber bullying include (but are not limited to):

- Posting hurtful, embarrassing or threatening material (eg. posts, photos, video) on social network websites
- Sending nasty messages by text or through an app
- Excluding someone from an online game
- Setting up fake profiles on a social network website to make fun of others
- Sharing embarrassing photographs or video of someone to hurt them or their reputation

To help protect our children from Cyber Bullying whilst in Towerview Primary School we have signed up to **Securus**. This system monitors the children using ICT within the school and will alert the Designated teacher Mrs H Norton and ICT Co-ordinator Miss Z McCormack by taking a screen shot of the computer. This will allow the appropriate adults to deal with or support the children in any matters that may arise.

All unacceptable behaviour must be challenged, whether it is bullying or not.

Motive

When dealing with an incident, understanding the motive behind bullying behaviour can be key to resolving it.

- Motivations can be complex and can relate to emotional issues within relationships, the impact of adverse childhood experiences and to personality traits.
- At Towerview Primary School we recognise, value and celebrate equality, diversity and difference. We acknowledge that bullying can be motivated by prejudice and may relate to race, faith, culture, gender, sexuality, age, political affiliation, pregnancy, marital status, personal attribute and disability. This list is not exhaustive and other prejudices or differences may motivate bullying.
- Bias and prejudice on the basis of difference occurs very easily amongst children and it is to be expected that we will encounter negative behaviour relating to any or all of these issues from time to time. Staff attempt to address through our proactive educational approach, explaining and appreciating diversity and difference through PDMU, assemblies, TAPS programme, events, displays, R.E, current affairs discussions and through the ethos and practice of an anti-bias curriculum.

The School's Preventative Measures aim:

- To ensure that all allegations of bullying will be carefully investigated.
- To support and protect targets of bullying and ensure they are listened to.
- To make it clear that all forms of bullying are unacceptable
- To ensure that as part of the PDMU curriculum, greater understanding of bullying in all its forms will be developed.
- To ensure that children will be taught strategies to help them deal with bullying situations, which they may encounter.
- To ensure that another child or small group of children befriends and supports any child being bullied during the school day. (Buddy system and TAPS programme)
- To ensure that a parent making a complaint about bullying will have a personal response from the teacher or designated teacher within one day of making the complaint.
- To support and encourage pupils displaying bullying behaviour to change their attitude and understand why it needs to change.
- To ensure that all staff feel confident dealing with bullying

Every member of the Towerview school community – pupils, parents, carers, staff (T/NT), Governors - may be expected to work collaboratively together to:

- foster positive self-esteem; respect the right of others to be safe
- 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 behaviours
- 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 telling a trusted person 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.

Responsibility

Everyone in the school community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe and to apply the preventative measures.

Responsibilities of Staff

- Staff will foster in our pupils, self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect in our pupils.
- Discuss bullying with all classes so that every pupil learns about the hurt it causes to both the child who experiences bullying behaviour and to the child who is displaying bullying behaviour.
- Staff will continually reinforce the importance of telling a trusted member of staff about bullying when it happens.
- Be alert to signs of distress and other indications of bullying.
- Listen to children who reports that they have experienced bullying behaviour, take what they say seriously and provide reassurance that appropriate action will be taken.
- Follow up any concern by a parent about bullying and report back promptly and fully on the action that has been taken.

- Report suspected cases of bullying to a member of the Safeguarding Team who will record and take appropriate action.
- Fully engage in activities and competitions organised during Anti-Bullying Week.
- Use circle time, PDMU lessons, RE lessons, school assemblies etc. to promote opportunities to discuss the subject.

Responsibilities of Support Staff and all other adults connected with the school for Clubs and Activities

- All staff and adults working with pupils (includes sports coaches and adults leading after-school activities) should be vigilant in looking for signs of bullying.
- They should report any incident of bullying or suspected bullying to the class teacher or in the absence of the teacher, a member of the Safeguarding Team.

Responsibilities of our Pupils

We expect our pupils to:

- Tell an adult if they are experiencing bullying behaviour.
- Refrain from becoming involved in any form of bullying.
- Report to a member of staff any witnessed or suspected instances of bullying.
- Intervene to protect any pupil who is experiencing bullying behaviour by reporting the incident to an adult.

Responsibilities of our Parents

We ask our parents to support us by:

- Advising their children to report any incidents of bullying to their teacher or any other staff member.
- Informing the school of any suspected bullying behaviour.
- Advising their child not to retaliate to any form of bullying.
- Co-operate with the school in matters of bullying - if their child is experiencing bullying behaviour or if their child is displaying bullying behaviour.

Parents must not approach another child about a behaviour matter or an incident of suspected bullying at Towerview Primary School. All concerns must be brought directly to school staff in line with school policy.

Reporting a Bullying Concern

Pupils Reporting a Concern Children and young people have told NIABF that when they have a concern about a potential bullying situation, they would like the

opportunity to discuss this with a member of staff that they trust. Pupils are therefore encouraged to raise concerns with any member of staff, including teaching and non-teaching staff. ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. 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.

Pupils can make staff aware of bullying related concerns by:

- Verbally- talking to a member of staff or member of the P7 Tappy Gang
- By writing a note to a member of staff
- By posting a comment in a 'worry box'. These post-boxes are situated in each Key Stage area where children can leave a message for Mr Beckett (Designated Teacher).

Parents/Carers Reporting a Concern

- In the first instance, 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 member of staff on the school's Senior Leadership Team within that Key Stage or Vice-Principal or Designated Teacher, as applicable.
- Where the parent is not satisfied that appropriate action has been taken by the Senior Team Member/Vice-Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal.
- Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed.

Communications

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.

Responding to a bullying concern

The focus of any intervention must be on responding to the bullying concern and restoring the wellbeing of those involved. As such, any strategy for responding to bullying concerns must concentrate on the prevention of any further incidents.

Staff should adopt a positive mind set when responding to bullying concerns.

The following are important factors for staff when managing a bullying situation.

Be calm. It is important to be clear thinking and emotionally in control.

Be positive. Have in mind the importance of maintaining a positive relationship with the pupil. A pupil is much more likely to modify his/her behaviour if he/she perceives that a teacher cares.

Be assertive. Staff should directly and clearly express their thoughts, feelings and expectations concerning the need for the pupil to not only stop bullying, but also make restitution with the child who has been bullied.

Be confident. It is important to trust that you will be successful in implementing practices that can have an impact on the pupil's future behaviour. It is always helpful to focus on the behaviour, not the pupil.

Ensure that the specific behaviour is in fact bullying behaviour which conforms to the school's agreed definition of bullying.

How the school responds to allegations of bullying

Once an alleged bullying incident has occurred, a member of staff addressing it should:

In the first instance, when responding to a concern raised about possible bullying a member of staff addressing it should:

1. Gather and clarify the facts.
2. Check records in black files (These are used to record incidents and are passed on to the child's teacher as the class moves) for details of other incidents that may have already occurred.
3. Check records stored on the SIMS Behaviour Monitoring Module.
4. A decision will need to be made as to whether the alleged behaviour is deemed by the school to constitute bullying. Teachers will make this decision in consultation with a member of the school's senior leadership team, preferably the Designated Teacher.

If an incident or issue is not deemed to be bullying:

This will be explained to the complainant along with the reasons for that decision. The concern will be dealt with in line with the school's positive behaviour policy.

The child who has perpetrated the behaviour will initially be spoken to by either the class teacher or the designated teacher and will be reminded to consider the feelings of the other child. They will be given the opportunity to apologise to the target.

Should the behaviour continue, other sanctions will be applied.

- Verbal warning
- Loss of playtime at break time –Timeout
- Sent to work in partner class
- Referral to Designated Teacher
- Referral to Head of Key Stage who will notify parents.
- Referral to Principal.
- Parents requested to come for interview with the Principal.
- Suspension from school.

In the case of assessing whether a single incident constitutes bullying behaviour rather than a one-off incident, school staff will 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 incident on wider school community
- Previous relationship between those involved
- Previous incidents involving the individuals concerned

The details in the points above are not exhaustive and a more comprehensive analysis of what constitutes bullying behaviour, can be referenced in the 2011 DE report, ['The Nature and Extent of Bullying in Schools in North of Ireland'](#)

If on the basis of the information gathered the criteria for bullying behaviour has been met:

Bullying Concern Assessment Form. (Appendix 1) will be completed

A meeting will be arranged between the Principal, Designated Teacher, Class Teacher(If necessary) and the Parents of the child who has been the target of the bullying behaviour.

A meeting will be arranged between the Principal, Designated Teacher, Class Teacher(If necessary) and the Parents of the child who has been showing the bullying behaviour.

Staff will then use the following further measures to work towards resolving the issue:

- 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.
- Track, monitor and record effectiveness of interventions
- Review outcome of interventions
- Select and implement further intentions as necessary

In the first instance we will attempt to use a restorative approach to resolve bullying issues. If, through discussion, an agreement and acceptance of responsibility is reached, agreement of a resolution will be sought.

In the event of a situation where a satisfactory restorative resolution is not achieved, or in cases where the severity of behaviour is such that it is felt necessary to take a more consequential approach, interventions may include sanctions such as time out, temporary removal of privileges such as play times or participation in events and other sanctions in line with the school's Behaviour Policy.

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

Recording

Schools are legally required, under the Addressing Bullying in Schools Act (NI) 2016 (enacted September 2021) to maintain a record of all incidents of bullying and alleged bullying behaviour.

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

- how 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 recording should:

- Be sensitive
- Be appropriate for the 'audiences' it may be shared with, i.e. parents/carers, other staff, Social Services, etc.
- Be factual and balanced, avoiding subjective judgements
- Be dated and tagged by the recording member of staff
- Allow for tracking of incidents
- Allow for evaluation of positive behaviour strategies

Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

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.

Professional Development of Staff

Towerview Primary School recognises the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. As part of this, Child Protection training, including an element of Anti-Bullying training, will take place on an annual basis.

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 Anti-Bullying Policy.

To appropriately 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

It is a legal requirement that the Anti-Bullying Policy be reviewed at intervals of no more than four years. It is our intention to review this policy on our standard three year cycle or sooner if any incident or external policy change occurs which highlights the need for such a review or if directed to by the Department of Education and in light of new guidance.

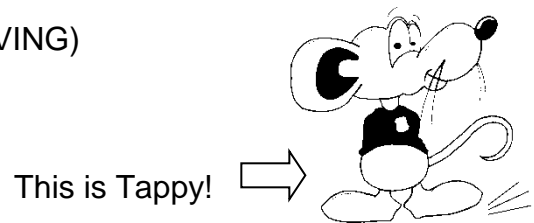
The next review should therefore take place in September of 2027 if not before.

Links to other school policies

The Anti-Bullying Policy forms part of the school's overall Pastoral Care Policy and Portfolio. It links with the Child Protection/Safeguarding Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies.

It also links with the school's E-Safety Policy and Positive Behaviour Policy. The school outlines the types of behaviour which are considered to be appropriate and inappropriate along with the sanctions which will be used as part of the positive behaviour promotion process.

TAPS Programme : Monthly Themes
(TOWERVIEW APPROACH TO PROBLEM SOLVING)



The TAPS Gang (a good gang!) will be made up of Tommy, Abbie, Polly & Simon, (P1 sized puppets), and will perform a “sketch” each month demonstrating the monthly theme. Total immersion in the theme for the month will cover Nursery to P7 at various levels. The theme, through the sketch, is introduced at the beginning of each month to all children in a special TAPS assembly. Tappy, the toe-tapping mouse, will be around to remind the gang and the pupils how to show good character each month.

September/October

Respect

Tappy says : - “Value people for who they are.”

Respect is not a gift, you have to earn it.

Be proud of what you are.

Treat others the way you want to be treated.

Accept others for who they are.

Always show consideration.

Respect – you have to give it to get it.

Respect yourself – if you don't nobody else will.

Caring for each other, supporting each other, being loyal to each other.

November/December

Kindness

Tappy says, “Be kind in all you say and do.

Being kind, considerate, and willing to listen, share and give

Kindness comes from the heart.

If you're kind to others, they'll be kind to you.

Kindness is like giving a hug with words.

Hands are not for hurting.

Kind hands, kind words.

Show sympathy or concern for others

Think about others by sharing your :- time, things, self, friends

February/March

Self Control

Tappy says, “ Think before you act.”

Count to ten.

Take a deep breath.

Walk away.

Think happy thoughts.

Once the words are out they can't be put back in.

Maybe you're actually the one at fault. If that's the case be big enough to say you're sorry.

Respecting the individual differences and the views and beliefs of others.

Being able to wait patiently and calmly.

February/March

Honesty

Tappy says: "It's never wrong to tell the truth."

Want to be trusted? Tell the truth.

Stand up for what is right, even if you stand alone.

Be truthful to others

Be truthful to yourself.

Always do what's right.

March

Responsibility

Tappy says, " Every action has a consequence."

Be:-

Reliable

Sensible

Caring

Aware

Sensitive

How do you behave when **no one** is watching?

Be responsible for:---

Yourself

Others

Your belongings

Your actions

If someone else is doing the wrong thing, stand up tall and say,

"That isn't right, and I won't stand for it."

Your behaviour is **your** responsibility.

April

Reliability

Tappy says, " Can others depend on you?"

Don't let your friends down.

If you're asked to do something, do it well.

Choose who you want to be, not what others choose you to be.

You can make a difference.

May

Commitment

Tappy says, “ No-one will be let down if you try your best.”

Don't give up at the first hurdle. Stick at it.

Let the choices you make today be the choices

No-one fails who tries their best.

you can live with tomorrow.

June

Self-esteem

Tappy says, “Be proud of who you are.”

Choose who you want to be.

Choose your friends well.

Do what you can with what you have.

You are important.

We are all special

Look at what you've achieved so far.

Do you like the person you see in the mirror?

Be somebody you would like to be friends with.

Never hang back --- go out there and go for it.

Don't lose your ability to laugh at yourself.

