

ANTI-BULLYING POLICY

Updated and Ratified 2023

Rationale

The Anti-Bullying Policy of Olderfleet Primary School endeavours to promote a caring environment within the school in which the positive ethos of the school is reflected. All members of the school community should contribute to the promotion of a climate in which they feel respected and where individual differences are respected and valued.

Definition

In Olderfleet Primary School we have adopted the Northern Ireland Anti-Bullying Forum (NIABF) definition of bullying:

NIABF defines bullying as the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights or needs of another or others.

DENI defines bullying as:

Bullying is an act of aggression causing embarrassment, pain or discomfort to someone. It can take a number of forms: physical, verbal, making gestures, extortion and exclusion. It is an abuse of power. It can be planned and organised, or it may be unintentional. It may be perpetrated by individuals or by groups of pupils. (Pastoral Care in Schools: Promoting Positive Behaviour)

Aims

- To raise awareness of bullying as a form of unacceptable behaviour with governors, teachers, support staff, pupils and parents/carers;
- To create a school ethos which encourages pupils to disclose and discuss incidents of bullying behaviour;
- To develop and implement strategies intended to minimise the likelihood of incidents of bullying;
- To develop a programme of support for both the victim and the bully;
- To develop procedures for investigating, recording, reporting and dealing with bullying behaviour;
- To develop procedures for working with appropriate external agencies;
- To influence attitudes of pupils in a positive manner through a range of curricular and extra-curricular initiatives including outdoor games and activities;
- To continue supervision and monitoring arrangements to ensure that bullying opportunities are kept to a minimum;
- To respond to the concerns of parents and if the school feels that is appropriate, to inform them of any follow-up actions.

This policy has been developed consistent with The Education and Libraries (Northern Ireland) Order 2003 and DE Circular 2003/13 – Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003.

Specific articles of the legislation referring to the welfare and protection of pupils include the following:

Article 17 – Duty to Safeguard and Promote the Welfare of Pupils

Article 18 – Child Protection Matters

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Article 19 – School Discipline: Measures to Prevent Bullying

‘Pastoral Care in Schools: Promoting Positive Behaviour’ (2001)

‘Pastoral Care in Schools: Child Protection’ (1999)

Forms of Bullying

- **Physical Bullying**
- hitting, pushing, kicking, tripping, spitting, hair pulling, throwing things, interfering with another’s property by stealing / hiding / damaging / intruding upon it;
- extortion/ threatening demands for money or other items.
- **Emotional Bullying**
- excluding / shunning others from group activity / social setting or play;
- belittling another’s abilities or achievements;
- menacing looks/stares;
- rude signs or gestures.
- **Verbal Bullying**
- name calling, insulting or offensive remarks, taunting, accusing, put downs;
- ridiculing another’s appearance /way of speaking / disability / personal mannerisms / race / colour / religion;
- humiliating another publicly;
- spreading malicious or nasty rumours, threatening, intimidation, mocking, sarcasm.
- **Cyber Bullying**
- misuse of emails, images, text, blogs, tweets, forums and chat rooms to hurt / embarrass / demean / harass / provoke or humiliate another;
- misuse of mobile phones by text messaging / calls or images – again to hurt /embarrass / demean / harass / provoke or humiliate another;
- ☒ unauthorised publication or manipulation of private information or impersonation.

The School’s View

‘This school is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.’ Pastoral Care in Schools

POSSIBLE SIGNS OF BULLYING (IN SCHOOL)

- Becoming withdrawn
- Coming home with cuts and bruises
- ‘Losing’ belongings
- Reluctant to go to school or a youth club - anywhere where the person(s) displaying bullying behaviour are
- Doing less well at their schoolwork
- Changes in their mood - becoming depressed, angry, unhappy
- Changes in their behaviour, for example wetting the bed
- Showing aggression at school or at home with siblings and other family members
- Feeling anxious

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- Difficulties sleeping
- Wanting to change their journey or time of their journey to school
- Pattern of physical illness
- Reluctance or refusal to say what is troubling him/her.

This list is not exhaustive and there may be other causes for such behaviour. A child may indicate by signs or behaviour that he or she is being bullied. These signs and behaviours could indicate other problems, but bullying could be considered a possibility and should be investigated.

The Responsibilities of Staff

Our 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 of our pupils;
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully, and the importance of telling a teacher about bullying if it happens;
- Be alert to signs of distress and other possible indications of bullying;
- Listen to children who have been bullied, take what they say seriously and act to support and protect them;
- Report suspected cases of bullying to the Principal or Vice-Principal;
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken;
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity;
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so;
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

The Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying;
- Advising their children to report any bullying to a teacher;
- Advising their children not to retaliate violently to any form of bullying;
- Keeping a written record of any reported instances of bullying;
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth, and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

The Responsibilities of All

Everyone should:

- Work together to create a safe, happy and anti-bullying environment within our school.

RAISING AWARENESS OF BULLYING

- Promote School Ethos at all times (as regards Bullying – be a TELLING / LISTENING / RESPONDING school).
- Issues such as friends, forgiveness, working together etc will be addressed formally through the RE / PDMU curriculum / Circle Time and informally through the whole school thematic CAPS programme.
- Awareness of Rights and Responsibilities.
- Recognise and reward good behaviour.
- Use of creative learning to enhance social and emotional skills.
- School assemblies – addressing Bullying and providing Anti-Bullying Strategies
- Pupil of the week awards
- Vigilant supervision – playground / general school environment.
- Consultation with School Council
- Promotion of Playground Buddies
- Questionnaires
- Good parental communication
- Participation in Anti-Bullying Week (in November each year)
- Use of outside agencies – NSPCC, Childline, PSNI, Behaviour Support Team.
- Staff Training / Effective Communication

Reactive Strategies

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- Attempts will be made to resolve the situation quickly.
- Reports will be taken seriously.
- Steps will be taken to ensure the child feels safe and secure.
- Significant incidents will involve further investigation and recording. A clear account reported to the appropriate members of staff i.e. class teacher / head of Key Stage / Vice Principal / Principal / Designated Teacher for Child Protection.
- Significant or repeated incidents will require parents to be informed.
- Disciplinary measures / sanctions, which are proportionate and clearly set out in the Positive Behaviour Policy, will be explained and used.

Responding to a bullying concern

When dealing with bullying behaviour the school will aim to:

1. Stop the bullying behaviour.
2. Protect and support the target of bullying.
3. Change the attitude and behaviour of the child who is displaying bullying behaviour.

Every child can make mistakes and can behave in ways that are hurtful to others. In most cases a quiet word and an explanation of how others feel is sufficient to make a difference. Children can and do learn over time how to care for themselves and for others. We believe

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that learning from mistakes and being genuinely sorry for them is part of growing up to be a socially well-adjusted person. We believe much can be achieved by talking with the child who is displaying bullying behaviour and the target of bullying to achieve a resolution and reconciliation. In some cases, however, talking things through will not make enough of a difference and in these cases we reserve the right to apply a range of sanctions.

In Olderfleet Primary School if any type of bullying is highlighted, the following strategies will be implemented by staff in two stages;

STAGE 1

All staff will:

- Listen to concerns when reported.
- Identify those involved in the bullying incident.
- Give each pupil the opportunity to talk. The discussion will focus on finding a solution and stopping the bullying from recurring.
- Staff will remain neutral and avoid direct, closed questions.
- The pupils are helped to find their own solution to their personal disagreement and discuss how their proposals will be put into action.
- Other appropriate members of staff will be informed i.e. class teacher, non-teaching staff, Senior Teacher, Principal. Incidents will be recorded as appropriate.
- A follow-up meeting/discussion is useful to find out whether the solution has been effective or not.

STAGE 2

If the problem is not resolved staff will:

1. Implement procedures within the hierarchy of sanctions (refer to Positive Behaviour Policy).
2. Continue to monitor the situation.
3. Record details as appropriate (See Appendix A: Alleged Bullying Incident Form).
4. Contact parents if necessary at any stage of the procedures, depending on the seriousness of the bullying e.g. phone call, letter or request for interview by class teacher / Senior Teacher / Principal.
5. Contact outside network of support at any stage of the procedures e.g. Education Welfare Officer, Behaviour Support Team, PSNI

SUPPORT FOR THE CHILD WHO IS DISPLAYING BULLYING BEHAVIOUR

Any child who is displaying bullying behaviour will receive support to help them recognise the impact of their behaviours on the target of bullying. This may involve 'one to one' discussions with a member of staff or in group sessions in class e.g. circle time or PDMU lessons. Restorative questioning may be used by staff to help the child who is displaying bullying behaviours empathise with the target of bullying:

Adult Questions

1. *Tell me what happened?*
2. *What were you thinking that led you to behave that way?*
3. *Who has been affected by what you have done?*
4. *Can you tell me how that person has been affected by your behaviour?*
5. *What do you think you need to do to make things right?*

TEACHING ABOUT BULLYING

This will be delivered and reinforced through various areas of the curriculum:

- In Foundation and Key Stage 1 classes (P1-P4) children will be taught to be aware of different forms of bullying and how to develop personal strategies to resist unwanted behaviour.
- This message will be reinforced in Key Stage 2 classes (P5-P7) when children will be encouraged to recognise, discuss and understand the nature of bullying and the harm that can result from it.

RESOURCES FOR THE PREVENTION OF BULLYING

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged.

- All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying.
- Awareness raising posters are displayed in classrooms and corridors and on our Child Protection notice board.
- Appropriate leaflets and literature will be provided for the children.
- Class charters
- Pastoral care meetings at the beginning of each year and discussion in staff meetings
- Children will be encouraged to understand their roles in preventing bullying using, for example, drama; role-play and novels. Children will be guided to understand the feelings of bullied children and to practise the skills they need to avoid bullying
- Y6 pupils trained as anti-bullying ambassadors (Princess Diana Award) every 2 years
- Parents will be issued with a copy of the school's Anti-Bullying policy every two years. They will be aware of procedures to use if they are concerned that their child is being bullied or does not feel safe to learn.
- Use of NIABF 'Effective Responses to Bullying Behaviour' document and resources.

LINKS WITH OTHER POLICIES

Olderfleet Primary School's Anti-Bullying Policy is set in the context of our Pastoral Care Programme and reflects our Mission Statement. It links with other policies such as:

- Safeguarding & Child Protection
- Pastoral Care
- Positive Behaviour
- Special Educational Needs
- Health & Safety
- Curricular Policies

RACE EQUALITY AND EQUAL OPPORTUNITIES

All children have equal access to the curriculum regardless of their race, gender, disability or ability. Teachers plan work that is differentiated so that all groups and individuals can achieve their potential and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment.

MONITORING AND EVALUATION

This policy was formulated in consultation with school Governors, staff, pupils and parents. It has been approved by the Board of Governors and it is the intention of the staff to review and update it regularly.

It is important to remember that staff, pupils and parents all have an active part to play and have a responsibility to ensure an effective implementation and maintenance of this policy.

USEFUL WEBSITES & TELEPHONE NUMBERS

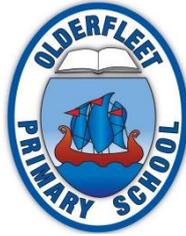
Department of Education	www.deni.gov.uk
Northern Ireland Anti Bullying Forum	www.niabf.org.uk
Child Exploitation and Online Protection Centre (CEOP)	www.thinkuknow.org
Childline NI	0800 1111
NSPCC (FullStop) campaign	0808 800 5000

Signed:

_____ (Principal)

_____ (Chair of Board of Governors)

Review date:



Alleged Bullying Incident Form

(i.e. significant / repeated / or serious one-off incident)

	Name (s)	Gender	Class/Room
Complainant(s)			
Alleged child (children who has been bullied (if different from above)			
Alleged child (children) who has displayed bullying behaviour			
<i>Date of incident:</i>			
<i>Location of incident:</i>			
<i>Type of incident: Please tick/circle appropriate types</i>			
<input type="checkbox"/> Physical Bullying (includes jostling, physical intimidation, interfering with personal property (stealing, damaging, intruding upon it) punching/kicking, any other physical contact which may include hair pulling, spitting or use of 'weapon', extortion, writing/drawing offensive notes.)			
<input type="checkbox"/> Verbal Bullying (includes name calling, insults, jokes, threats, spreading malicious rumours, ridicule of another's appearance/disability/personal mannerisms/way of speaking, humiliating another publicly, mocking, sarcasm, intimidation)			
<input type="checkbox"/> Emotional Bullying (includes isolation, refusal to work with/talk to/play with/help others, mobbing the individual, belittling another's abilities, or achievements, menacing looks, stares or rude gestures)			
<input type="checkbox"/> Cyber Bullying (please specify)			

Details of Incident

Action/support for child(ren) who has/have been bullied i.e. on-going support / monitoring from staff (including time frame of follow up action required)

Parental involvement (please specify e.g. dates and details of information received)

NAME OF STAFF MEMBER(S) INVOLVED

Date: _____