



# Anti-Bullying Policy

<b>Date of next policy review</b>	<b>Oct 2021</b>
<b>Name of person responsible for this policy</b>	<b>Mr C. Fulton/Miss J Minnis/Mrs P Addis (nursery)/SLT</b>
<b>Other related policies</b>	<b>Behaviour and Citizenship, SEN, T&amp;L, Pastoral Care, Safeguarding, e:Safety</b>
<b>Date of issue</b>	<b>Oct 2019</b>

This policy may be amended prior to the renewal date as a result of new Anti Bullying Legislation being implemented by the Northern Ireland Assembly

## **Anti Bullying Policy**

### **Purpose**

This policy will inform staff, parents, pupils and the wider school community of what bullying is, the forms it can take and the procedure used in Victoria to resolve any issues or incidents involving bullying.

### **Aims and objectives**

Bullying is unacceptable behaviour. It can happen in any school and many young people can be involved at times. Victoria Primary School aims to be bullying free and is therefore committed to:

Creating a safe environment where young people can learn and play safely, free from bullying;

Creating an ethos in which our pupils can safely and openly talk about their worries free from recrimination;

Establishing a confidence in our pupils that an adult will always listen to them and offer them help if they need it;

Dealing quickly, fairly and consistently with any incidents of bullying;

Informing and involving parents/guardians in any incidents of bullying or alleged bullying;

Using the 'no-blame' approach to try and permanently resolve any issues of bullying;

Recording all information pertaining to incidents of bullying;

Keeping parents aware of training and information sessions available;

Informing parents/guardians of this and other related school policies;

Teaching our pupils about bullying and keeping safe and healthy.

We will make it clear to pupils, staff, parents and governors that when bullying happens we will work as a community in accordance with the policy set out in this document to help both the people who are harmed and the perpetrators. We will ensure the safety of the victim and do our best to support improved behaviour from the bully.

### **Definition of bullying**

Bullying is an act of repeated aggression causing embarrassment, pain or discomfort to someone. It can take a number of forms: physical, written, 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.

NIABF defines bullying as the repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights and needs of another or others. Bullying can include but never exclusively relates to matters of race, religion, gender or sexuality.

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

Cyber bullying can happen in many different ways. It can be part of a bullying situation that is going on in the physical world or one that is just happening in the cyber world. Some examples of cyber bullying include:

- 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

## **Forms of Bullying**

There is no exhaustive list but the following are examples of bullying:

Physical violence, such as hitting, pushing or spitting at another pupil;  
Interfering with another pupil's property, by stealing, hiding or damaging it;  
Using offensive names when addressing another pupil;  
Teasing or spreading rumours about another pupil or his/her family;  
Belittling another pupil's abilities and achievements;  
Using technology/social media to conduct the above.

Please refer to the following link for more information on bullying:

<https://www.education-ni.gov.uk/articles/dealing-bullying>

## **The Responsibilities of Staff**

In line with this Policy document and our Child Protection/Safeguarding Policy,

Pastoral Care Policy, Citizenship and Behaviour Policy 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;

Be familiar with school policy on and receive refresher training in Safeguarding/Child Protection, Anti-bullying and Behaviour and Citizenship.

Teach e:Safety to their class each year and on additional necessary occasions;

Teach the school Golden Rules each year and create a class charter of rules;

Follow the monthly Golden rule in class;

Teach PDMU in line with schemes;

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/responsible adult about bullying when 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 a teacher, supervisor, playground buddy, Mrs Ritchie in the school office, Miss Minnis Designated Teacher for Child

Protection/Safeguarding/pastoral care coordinator, Mr Fulton, Mrs Kernaghan Mrs Orr, Mrs Miskelly Mrs Addis;

Record incidents of bullying;

Follow procedure for anti-bullying;

Inform parents of incidents of bullying including cyber bullying (or parents/guardians will be informed by the principal, Vice-principal, Pastoral Care/Safeguarding co-ordinator, Key Stage co-ordinator.)

### **We expect our pupils to:**

Follow our school Golden Rules at all times;

Do be kind and helpful

Do be gentle

Do listen

Do work hard

Do be honest

Do look after property

do not be unkind or unhelpful

do not hurt other people

do not distract or talk over others

do not be deliberately idle in class

do not tell lies

do not damage property

- 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.

To respect each other's rights to:

- Be physically safe
- Keep their own possessions and money
- Be free of insult, name calling and teasing
- Be able to associate with other young people for company and friendship.

To take responsibility for:

- Physical safety of others
- Security of everyone's personal possessions and money
- Ensuring that everyone is free from hurt by name calling and teasing.

Including all pupils in play and learning activities.

Anyone who becomes the target of bullies should:

- Understand who to talk to if they have been bullied or are concerned about bullying;
- Be actively encouraged not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

## **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, supervisor, Miss Minnis, Mr Fulton, Mrs Kernaghan Mrs Orr, Mrs Miskelly Mrs Addis;
- Explaining the implications of allowing the bullying to continue unchecked, for themselves and for other pupils;
- Advising their children not to retaliate violently to any form of bullying;
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- 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;
- 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;
- Monitor the use of technology and the internet at home to ensure appropriate use;
- Attend any relevant information sessions in school;
- Read all relevant literature sent home from school.

## **Procedure**

A Whole School Approach

This policy outlines 2 responses to bullying.

1. Prevention – the work we plan to do to reduce the frequency of bullying in school;
2. Reaction – the strategy that we will use when bullying happens.

### **1. Prevention**

The values outlined in this policy will be maintained by a continuing programme of reference in the curriculum and in the day to day life of the school. This programme will include:

- An annual day given over to activities and learning about bullying;
- Regular sessions of Circle Time related to friendship and bullying as part of PDMU (Personal Development and Mutual Understanding)
- Activities presented by pupils or by visitors about appropriate behaviour/bullying;
- Displays in school focussing on school 'Golden Rules' and anti-bullying;
- A focus on using a range of teaching strategies to encourage discussion, working with others and cooperative learning (Thinking Skills and Personal Capabilities);
- A focus on playground behaviour and the involvement of playground buddies (Y7 pupils) to encourage a more structured and all involving approach to lunch time;
- Use of outside agencies to promote positive, appropriate behaviour;
- Teaching of e:safety each year;
- Talks, assemblies, classroom discussions on Golden Rules/class charters;
- Talks, assemblies, classroom discussions on general safety;
- P7 buddy system;
- Friendly school ethos;
- A wide range of school activities;
- Attractive school environment.

### **2. Reaction – dealing with incidents of bullying**

The two aims of any interventions will be:

1. To make the victim feel safe.
2. To encourage better behaviour from the bully, colluders or observers.

In all reported incidents (whether by parents or pupils) staff should listen, accept and respond accordingly. This may involve a discussion with the victim and the perpetrator.

If a staff member feels that there is an issue that they cannot resolve or that the incidents are reoccurring they will inform the Key Stage Co-ordinator, Vice Principal or Principal and or the Safeguarding/Pastoral care co-ordinator.

At this point the Principal or Vice-Principal may in consultation with the Coordinators and with the relevant parents introduce the 'No Blame Approach' (a small group discussion to explore how children think and feel).

This approach acknowledges that bullying is an antisocial behaviour. Therefore we must respond in a manner that encourages the 'bully' to behave more appropriately. Increasing their anxiety and alienation from us is not likely to work. To express sympathy with the victim and anger towards the perpetrator does not change behaviour and does not achieve the best outcome for the victim.

The seven steps used in the **No Blame Approach** are outlined below.

1. Talk with the victim – allow them to express their thoughts and feelings. Discuss the possibility of using the No Blame Approach.
  - Ask the victim to suggest names of children who could participate. It should include those accused of bullying and also friends of the victim.
  - If appropriate invite the victim to produce a piece of writing or a picture that will illustrate their unhappiness (they will not be part of the group unless they wish to attend).
  - Offer the victim the opportunity to talk again at any time during the procedure if things are not going well.
2. Meet with the group of pupils – A group of 6 – 8 works well
3. Explain the problem – Use the piece of writing or picture to explain how the victim, e.g. John is feeling. Do not allocate blame.
4. Share Responsibility – State explicitly that no-one is in trouble but that we all have a responsibility to ensure that 'John' is safe and happy and that is why the group has been brought together.
5. Ask the group members for their ideas – How could they help 'John to feel more a part of the class? What could they do to help him? Eg play with him in the playground at lunch time.
6. Leave it up to them – Place the responsibility on the group to solve the problem and arrange to meet them the following week.
7. Meet with the pupils again – Discuss how it has been going individually with each group member. Spend time with the victim.

Parents give permission for the 'No Blame Approach'. They will be kept informed of any progress and we will reassure the victim that they can talk at any time if they have any further problems. The victim does not have to become the most popular person in school, just to be safe and happy.

If the above approaches are unsuccessful then sanctions will be invoked as set out in the Citizenship and Behaviour Policy.

## Appendix 1

### Strike System

Strikes can happen as a result of a repeat of similar, or a combination of, inappropriate behaviours.

#### Cloud/traffic light

1. In the first instance of minor inappropriate behaviour (not a significant incident) or concerns about work produced the teacher will remind the pupil of the rules and expectations of Victoria Primary School (VPS). This will provide the pupil with clear information as to what has happened that is unacceptable and a clear explanation of what needs to be done to rectify. If required the teacher will use behaviour modification strategies including the cloud/traffic lights to help the pupil rectify the offending behaviour. The pupil then has opportunity to rectify the offending behaviour. If the teacher believes that there is a pattern of reoffending behaviour or there are other behavioural or work issues that occur within 1 week FS/KS1 or within 2 weeks for KS2 then they will operate the strike system.
2. 1<sup>st</sup> strike – Within 1 week FS/KS1 or 2 weeks KS2 from first incident. The teacher will issue the first strike. They will explain to the pupil the offending behaviour and remind the pupil of school rules and expectations. Behaviour modification strategies will be employed. Teachers will record the incident in their behaviour record and the pupil will sign the record. The teacher will send a note home to inform the **parents/guardians** of the behaviour giving them a chance to respond.
3. 2<sup>nd</sup> strike – Within 1 week FS/KS1 or 2 weeks KS2 from 1<sup>st</sup> strike. Teacher will issue 2<sup>nd</sup> strike. They will explain to the pupil the offending behaviour and remind the pupil of school rules and expectations. Behaviour modification strategies will be employed. The teacher will record the incident in their behaviour record and the pupil will sign the record. The teacher may use a sanction (1 – 4) as appropriate to the behaviour (see list below). The teacher will send another note home to **parents/guardians** or make a phonecall to speak directly about the incident giving them a chance to respond.
4. 3<sup>rd</sup> strike – Within 1 week FS/KS1 or 2 weeks KS2 from 2<sup>nd</sup> strike. The teacher will issue a 3<sup>rd</sup> strike. The teacher will report the behaviour to the Head of Key Stage with documentation. The Head of Key Stage will write a formal note home/make a phone call informing **parents/guardians** of the offending behaviour. Sanction/s (5 – 8) will be used by the Head of Key Stage as appropriate to the behaviour (see list below) and the **behaviour monitor** will be started (see below). The **parents/guardians** will have an opportunity to respond.

### Behaviour Monitor

Once a child has received 3 strikes, a behaviour monitor is now in place, 1 week FS/KS 1, 2 weeks for KS2. The teacher needs to be able to demonstrate to the Head of Key Stage what strategies have been put in place to change the behaviour. This monitor allows the Head of Key Stage to assess the daily/weekly behaviour of the pupil. The Head of Key Stage will inform the **pupil/parents/guardians** when they have finished the behaviour monitor and the pupil will sign the monitor. When the child has completed the duration of the monitor they return to a clean slate. Teachers will keep the Head of Key Stage informed about any further inappropriate behaviours of a child on a behaviour monitor during this period. During the time of the behaviour

monitor if the child has another incident of inappropriate behaviour then a 4<sup>th</sup> strike will apply.

#### **4<sup>th</sup> Strike**

If an additional incident occurs during the behaviour monitor then the Vice Principal will phone the **parents/guardians** requesting a formal interview. At this meeting behaviours will be discussed. The Vice Principal will discuss further sanctions (5 – 10) to be employed to modify behaviour and the monitor will be extended accordingly.

If the behaviour does not improve to a satisfactory standard subsequent to this meeting, further serious sanctions may be applied (see list below).

#### **Sanctions**

At all times examples of good behaviour are praised, encouraged and rewarded, but at times sanctions have to be used for unacceptable behaviour to ensure a safe and happy learning environment for all.

We operate a cloud system (FS/KS1) and a traffic light system (KS2) for minor classroom behavioural infringement such as being inappropriate during learning time, minor disruption, or not completing work. For more serious and persistent infringements of school rules we have the aforementioned 3 strike system.

All sanctions must be based on the Golden Rules as explained above.

Sanctions are to be used in accordance with the procedure outlined above. They are mostly sequential but can be repeated or enhanced at the discretion of the HOKS, VP or Principal.

#### **Sanction to be used in conjunction with the strike system.**

1 – 4 to be used by classroom teacher

1. Strike warning cards. Reminder of rules and expectations.
2. Loss of Golden Time (or part thereof).
3. Breaktime detention.
4. Lunchtime detention.

5 – 8 to be used by HOKS/VP/Principal

5. Series of detentions.
6. Withdrawal of privileges including afternoon clubs or after school activities but not curricular activity.
7. Withdrawal from representation of the school in music or sports etc.
8. Barring from school during lunchtime.

9-10 – to be used by the Principal / Board of Governors

9. Suspension. Preceded by written notification/formal invitation to meeting regarding reasons for and duration of suspension in line with E.A. regulations. A pastoral meeting with parents, staff and pupil will take place prior to the pupil concerned returning to school to establish a home school agreement and outline expectations in line with school behaviour policy.
10. Permanent exclusion. Actions taken in line with the E.A. policy.

#### **Breaktime/Lunchtime detentions**

At breaktime and lunchtime pupils who have received a detention will sit outside the Principal's office – children not to be sat outside school office.

### **Break time/Lunch time sanctions in the playground**

If children misbehave at break time or lunchtime in the playground they will be placed in a Time Out Zone by the member of staff on duty for an appropriate duration. The time out zone is indicated by a yellow semi-circle line in a discrete area of the playground. The length of time will be determined by the member of staff on duty. The child's teacher will also be informed by the member of staff on duty so that the behaviour may be recorded.

### **Special Educational Needs**

As a mainstream school we expect the highest standards of behaviour from all our pupils, but recognise that there will be occasions when some of our children with SEN may break a rule or behave inappropriately as a direct result of their condition. We will continue to expect high standards and will implement our behaviour policy as outlined above, making reasonable, fair and appropriate accommodations for those children with SEN.

Please read the school policies on Behaviour and Citizenship, Safeguarding and Pastoral care alongside this policy.