

LIGONIEL PRIMARY SCHOOL

ANTI-BULLYING POLICY

Introduction

The Anti-Bullying Policy reflects the school mission statement with a view to providing a safe and enriched environment. In Ligoniel Primary School 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.

Aims

To prevent or reduce bullying in any form.

To adopt a consistent approach to dealing with incidents of bullying.

To create an emotionally safe environment where positive relationships can develop.

To ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success.

Definition of Bullying

By definition bullying is behaviour that intentionally and persistently causes distress to others. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it. It causes distress.

Ligoniel Primary School refers to DENI and Northern Ireland Anti-Bullying Forum (NIABF) definitions of bullying. i.e.

Bullying behaviour is defined as **'deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend themselves.'** (DENI 2001) <https://www.education-ni.gov.uk/publications/pastoral-care-schools-promoting-positive-behaviour>

The Northern Ireland Anti-Bullying Forum (NIABF) defines bullying as **'the repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights or needs of another or others.'**

<http://www.niabf.org.uk>

Forms of Bullying

Bullying can take many different forms and is behaviour that intentionally and persistently causes distress to others.

<p style="text-align: center;">PHYSICAL BULLYING</p> <p>e.g. hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things; interfering with another's property by stealing / hiding / damaging/intruding upon it;</p> <ul style="list-style-type: none"> - extortion /threatening demands for money or other items - writing or drawing offensive notes/graffiti about another 	<p style="text-align: center;">VERBAL BULLYING</p> <p>e.g. name calling; insulting or offensive remarks; accusing; taunting; put downs</p> <ul style="list-style-type: none"> - 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
<p style="text-align: center;">EMOTIONAL BULLYING</p> <p>e.g. excluding / shunning others from group activity/ social setting or play;</p> <ul style="list-style-type: none"> - belittling another's abilities or achievements; - menacing looks, stares; rude signs or gestures; negative body language 	<p style="text-align: center;">CYBER BULLYING</p> <p>e.g. misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt, embarrass, demean, harass, provoke or humiliate another directly or using perceived anonymity</p> <ul style="list-style-type: none"> - misuse of mobile phones by text messaging/ calls or images – again to hurt, embarrass, demean, harass, provoke or humiliate another directly or using perceived anonymity - unauthorised publication or manipulation of private information; impersonation
<p style="text-align: center;">RACIST BULLYING</p> <p>e.g. name calling relating to race, colour or religion</p>	<p style="text-align: center;">HOMOPHOBIC</p> <p>e.g. name calling related to gender or sexual orientation</p>

These categories may be inter-related.

Signs of stress in pupils which may indicate Bullying

- Child's unwillingness to attend school / lateness / erratic attendance
- Avoidance, hanging back from playground or staying late at school
- Deterioration of work or mislaid books, money, equipment or belongings / under achievement
- Spurious illness / non specific pains, headaches, tummy upsets, withdrawn, loss of appetite
- Nail biting / flinching / jumpiness / forgetfulness / distractibility
- Impulsive hitting out / out of character temper, flare up or restlessness / sudden aggressiveness
- Stresses manifested at home – bed wetting/ insomnia / nightmares / restlessness and irritability
- Reluctance to sit beside or near certain pupils / hesitant to walk home (N.B. Whilst these behaviours may be symptomatic of other problems – bullying may be one reason)

Strategies to Prevent or Reduce Bullying

Ligoniel Primary School has established and will maintain the following strategies to prevent and reduce bullying behaviour:

- Ensure that the policy is implemented.
- Ensure that the policy is reviewed and updated regularly.
- Ensure the policy is on the school website.
- Ensure the policy is given to all new families to the school.

PROACTIVE STRATEGIES to ensure awareness is raised.

- | |
|---|
| <ul style="list-style-type: none">➤ Promote School Ethos at all times (as regards Bullying – be a TELLING / LISTENING / RESPONDING school)➤ Awareness of Rights and Responsibilities➤ Recognise and Reward Good Behaviour➤ Use of Creative Learning to enhance social and emotional skills➤ Ensure all staff parents and pupils and the LPS community are aware of the school code of conduct, set out in the Positive Behaviour Policy.➤ School Assemblies – address Bullying / provide Anti-Bullying Strategies➤ Vigilant supervision - playground / general school environment➤ Consultation with School Council➤ Use of PDMU lessons / Circle Time➤ Promotion of Buddy System, BUDDY bench➤ Questionnaires – Foundation Stage / Key Stage 1 / Key Stage 2➤ Good Parental Communication – Consultation / Questionnaire➤ Awareness of national 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
- A member of staff, or more than one member of staff if appropriate, will investigate claims of bullying. (N.B. This process may take time to complete to ensure that all parties involved have been listened to.)
- Reports will be taken seriously
- Attempts will be made to resolve situation quickly
- Steps taken to ensure 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 / 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.

Procedures for Dealing with Bullying

When dealing with bullying behaviour the school will aim to:

1. Stop the bullying behaviour.
2. Protect and support the bullied pupil.
3. Change the attitude and behaviour of the bully.

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 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 pupil displaying alleged bullying behaviour whilst simultaneously supporting the targeted pupil to achieve resolution and reconciliation.

Pupils who are targeted will be listened to, supported and strengthened. Pupils who engage in bullying behaviour will be listened to and supported to accept responsibility and change their behaviour.

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 consequences which are outlined in the Positive Behaviour Policy. Such situations will be dealt with and communicated clearly by the staff in charge in a caring, supportive and fair manner, with some flexibility regarding age of the

child and the individual's circumstances as far as consequences are concerned.

A restorative and solution-focused model will be used by Ligoniel Primary School to move forward when responding to bullying behaviour.

The following strategies will be implemented by staff in two stages.

STAGE 1

All staff will:

1. Listen to concerns when reported.
2. Identify those involved in the bullying incident.
3. Give each pupil the opportunity to talk. The discussion will focus on finding a solution and stopping the bullying from recurring.
4. Staff will remain neutral and avoid direct, closed questions.
5. The pupils are helped to find their own solution to their personal disagreement and discuss how their proposals will be put into action.
6. Other appropriate members of staff will be informed – i.e. class teacher, non-teaching staff, Vice-Principal (DT), Principal.
7. Incidents will be recorded as appropriate.
8. 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 and follow procedures as agreed. (See Appendix 1 Procedure for dealing with bullying behaviour – significant / repeated / or serious one-off incident)
3. Record details as appropriate See Appendix 2 (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 teacher responsible/ Vice Principal / Principal.
5. Contact outside network of support, if necessary, at any stage of the procedures e.g. Education Welfare Officer, Behaviour Support Team, PSNI.

Individual Responsibilities

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy of Ligoniel Primary School. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

Staff should:

- provide a safe, secure and caring environment.
- promote and sustain good behaviour.

- listen to all reports of bullying.
- address each situation in line with procedures.
- work collaboratively with all relevant members of the school community developing positive partnerships with parents.

Pupils should:

- report all incidents of bullying (if a child is being bullied or if another pupil is being bullied – TELL SOMEONE).
- follow the school's code of conduct.
- avoid inappropriate behaviour which might be considered as bullying.
- be respectful and supportive to others.

Parents should:

- work in partnership with the school.
- advise their children to report any concerns to a member of staff.
- discourage behaviours which might be considered as bullying.
- stress to their children that retaliation is not helpful.
- follow the procedures of communication in Ligoniel Primary School. Begin by writing a note to their child's class teacher to request a phone call or a meeting with the teacher. This can also be done through the School Office.
- co-operate with the school, if their child / 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.
- accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

Teaching about Bullying

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

- In Foundation and Key Stage 1 classes (P1 to 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 to 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 literacy will be provided for children.
- 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 practice the skills they need to avoid bullying.
- Peer support is offered from groups of P6/7 children who have taken on the role of Playground buddies.
- Parents are issued with a copy of the school's Anti-Bullying policy when their child is enrolled at the school. The policy is available on the school website and on request. Parents will be aware of procedures to use if they are concerned that their child is being bullied or does not feel safe to learn.

Links With Other Policies

Ligoniel 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:

Child Protection	Pastoral Care	Positive Behaviour
Special Educational Needs	Health and Safety	Curricular Policies

Race Equality and Equal Opportunities

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

Monitoring and Evaluation

This policy was formulated by Mrs Stewart in consultation with school Governors, staff and school council. It has been approved by the board of Governors and it is reviewed and updated regularly.

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

Useful websites & telephone numbers

<u>Department of Education</u>	http://www.deni.gov.uk
<u>Education Authority (SER)</u>	http://www.seelb.org.uk
<u>Northern Ireland Anti Bullying Forum</u>	http://www.niabf.org.uk
	www.thinkuknow.org

APPENDIX 1

PROCEDURE FOR DEALING WITH BULLYING BEHAVIOUR
(i.e. significant / repeated / or serious one-off incident)

STEP 1

REPORTING OF AN INCIDENT

When such a bullying incident is reported, the information will be discussed with the following people as required

- The teacher of the child / children involved
- Vice Principal
- Principal
- The Designated Teacher for Child Protection

STEP 2

INVESTIGATION OF AN INCIDENT

This will normally be carried out by the class teacher / adults involved
Pupils involved will be interviewed and a record made of their responses using the school's Alleged Bullying Incident Form (see Appendix 2)
Parents of all pupils involved will be informed of the school's action up to this point and kept informed of subsequent action

STEP 3

AGREEING A PLAN FOR RESOLUTION

Targets for acceptable behaviour will be set out including support measures for ALL pupils concerned whereby the pupils will engage in reflective discussion
Any disciplinary action required will use a system of consequences as set out in the Positive Behaviour Policy

STEP 4

REVIEWING THE SITUATION

Situation monitored and initial report formally reviewed
This will involve class teacher, staff community, pupils and parents concerned

STEP 5

INVOLVEMENT OF OTHER AGENCIES

Where necessary the school will draw on support of Education Welfare Officer, Behaviour Management Team, Education Psychology Service.



APPENDIX 2 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			
Date of incident:			
Location of incident: Classroom Playground Corridor Other (Please give details) _____			
<p>Type of incident: Please tick / circle appropriate types</p> <p>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</p> <p>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</p> <p>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</p> <p>Cyber bullying (please specify) _____</p> <p>Racist bullying _____</p> <p>Homophobic bullying _____</p>			

Details of Incident

Action /support for child(ren) who has **displayed bullying behaviours**. 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)

(PTO OR ATTACH ADDITIONAL PAGES IF REQUIRED)

NAME OF STAFF MEMBER(S) INVOLVED

STAFF _____