

## Anti- Bullying Policy

Glendermott Primary School and Nursery Unit is committed to providing a safe, positive, valuing and inclusive environment for all members of the school community. 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.

We believe that all members of the school community are to be valued for their contribution and that each individual should show respect for others and themselves. An anti-bullying climate will be created through openness and consultation, where the views of all members of the school community are encouraged and considered. This school is completely opposed to any form of bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by.

Our policy has been reviewed and developed in the following context:

### **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 \(DE, 2017\) Updated September 2019](#)

[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 \(UNCRC\)](#)

### **The key points to note are:**

The Addressing Bullying in Schools Act (Northern Ireland) 2016:

- Provides a legal definition of bullying.
- Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
- Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
- Sets out under which circumstances this policy should be applied, namely:

- In school, during the school day
- While travelling to and from school
- When under control of school staff, but away from school (e.g. school trip)
- When receiving education organised by school but happening elsewhere (e.g. in another school in the ALC)
- Requires that the policy be updated at least every four years

## AIMS

The anti-bullying policy and procedures play an important role in the provision of a safe, positive, valuing and inclusive environment for all. The policy forms part of the overall pastoral care provision in school and therefore links and works with the Pastoral Care, Child Protection, Positive Behaviour and ICT policies.

The aims of this policy are:

To develop an awareness among all staff of:

- The nature of bullying
- Signs of distress in pupils, which may indicate bullying
- Action to be taken

To seek to involve the whole school community, (pupils, teachers, ancillary and supervisory staff, parents and governors) and appropriate agencies in tackling it efficiently.

To combat bullying by having a clear message which encourages the whole school community, as above to talk about bullying

- As a preventative
- In response to particular incidents

To offer help, advice and support both for:

- The victim
- The bully

To create a school environment which is Telling, Listening and Responsive.

## **Definition of bullying**

Bullying behaviour is behaviour by one or more pupils carried out intentionally to hurt, harm or adversely affect the rights and needs of another or others. The term bullying refers to a range of harmful behaviour, both physical and psychological. The list of bullying behaviours is non-exhaustive although bullying behaviour usually has the following four features:

- It is repetitive and persistent.
- It is intentionally harmful.
- It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.

## **The Definition of Bullying for Northern Ireland as outlined in the 2016 Act**

(1) 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 communication of those by a pupil or group of pupils, with the **intention** of causing physical or emotional **harm** to that pupil or group of pupils.

### FORMS OF BULLYING

Bullying can take a number of forms including;

- Physical violence - such as hitting, pushing, kicking, hair pulling, spitting, threatening, throwing things or using implements to cause deliberate injury.
- Interfering with another's property - stealing, hiding, damaging.
- Using offensive names when addressing another pupil.
- Teasing or spreading rumours about others and or his/her family.
- Belittling another's abilities and achievements.
- Excluding others from group activity or play.
- Writing offensive notes or graffiti about someone.
- Ridiculing another's appearance, way of speaking, personal mannerisms, disability, race or colour.
- Intimidation including written/verbal threats, menacing looks.
- Extortion - making threatening demands, to make another feel uncomfortable or fearful.
- Cyber bullying - misuse of areas of the internet such as email and chat rooms. Mobile threats by text messaging and calls. Misuse of associated technology e.g. camera and video facilities.
- Calculated, repeated series of apparently minor incidents.

**Bullying behaviours are not limited to repetition.**

While repetition is internationally recognised as an important element in establishing bullying behaviour, repetition is not required for behaviours to be identified as bullying. When bullying behaviours occur through the medium of electronic communications, "repetition" can take place through repeated viewing and sharing of a post even if there is only one post.

A one off cyber bullying incident will be viewed as bullying behaviour.

### HURTFUL BEHAVIOUR

Not all hurtful behaviour is bullying, but all hurtful behaviour is unacceptable in school. The following are examples of *hurtful* behaviour which may not be bullying.

- Children may fall out with their friends and engage in hurtful behaviour. Such experiences can be extremely distressing to the individuals concerned.
- Children may retaliate against the hurtful behaviour of others.

Although not all hurtful behaviour is intentional, all hurtful behaviours are a matter of concern and will be dealt with by the school. Where pupils cause harm or distress without intent, the impact of their behaviour will be pointed out and any continuance will be regarded as intentional. Similarly, all unsafe behaviour will be dealt with.

Teachers can bully pupils through persistent and vindictive sarcasm, regularly holding a pupil up to ridicule, or making disparaging comments about his/her abilities, appearance or family, or inappropriately serve sanctions for misdemeanours. Such bullying behaviour is equally unacceptable in Glendermott Primary School and Nursery Unit.

### CYBER BULLYING

The dangers of cyber bullying are clearly stated to all Key Stage 2 pupils at regular assemblies and in class talks.

All pupils are aware of the consequences of such behaviour and the school has a zero tolerance to it.

The Governors also request that adults within the school community (both staff and parents) refrain from such behaviour. Notification of this will incur an immediate invitation to the next Board of Governors' meeting to explain the necessity of such action and to resolve the situation immediately.

### SIGNS OF STRESS IN PUPILS WHICH MAY INDICATE BULLYING

- Deterioration of work, late for school, hanging back, staying late at school, "mislaid" books, equipment or belongings.
- Avoidance of specific lessons or day, e.g. swimming - games. Erratic attendance.
- Isolation and the desire to stay with adults.
- Spurious illness - non-specific pains, headaches, tummy upsets.
- Erratic attendance.
- Nail biting.
- Flinching, jumpiness, forgetfulness, distractibility.
- Underachievement.
- Temper flare-up, abusive language - impulsive hitting out.
- Other stresses mentioned by parent, e.g. bed-wetting, sleep walking, continual need for extra money, repeated loss of personal possessions.

Whilst this behaviour may be symptomatic of other problems, it may be the signs of bullying.

This is not an exhaustive list of behaviours.

### ROLES AND RESPONSIBILITIES

It is the duty of the Principal in conjunction with the Pastoral Care Coordinator that this Anti-Bullying Policy is brought to the attention of all staff and is operational throughout the school.

#### The Responsibilities of Staff

Our staff will:

- Foster in our pupils self-confidence, 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 an 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, record, and act to support and protect them;
- Talk with the child accused of bullying to determine nature of bullying;
- Report suspected cases of bullying to the Principal, Vice Principal or Designated Teacher for Child Protection/Head of Pastoral Care;
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken; where a complaint is made in writing, the school should always respond in writing, even if this is to state matters are being dealt with;
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

### The Responsibilities of Pupils

We expect our pupils to:

- Follow school rules of behaviour and classroom beliefs;
- 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;
- Help create a climate where bullying is not accepted;
- Value and respect others;
- Help others achieve;
- Keep others safe;
- Adhere to the agreed Code of Conduct.

Anyone who becomes the target of bullies should 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.

### What Pupils Need to Recognise About Bullying.

Pupils need to understand:

- They have a right not be bullied at school;
- They are not to blame if they are bullied;
- They need to speak out and should trust the teachers to take their concerns seriously and to help them;
- They are not alone.

### The Responsibilities of Parents

We ask 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 their class teacher and explain 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.

### The Responsibilities of All

Everyone should work together to create a safe, happy and anti-bullying environment in our school.

### PROACTIVE STRATEGIES USED BY STAFF TO PROMOTE ANTI-BULLYING

- Questionnaires -Foundation stage/ Key Stage 1 / Key Stage 2 / Parents (Sample)
- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy. (school golden rules)
- 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, Assemblies. UICT (e.g. sectarian, racist, homophobic, disablist, etc.)
- Involvement in meaningful and supportive shared education projects, 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).
- Engagement in key national and regional campaigns, e.g. Safer Internet Day, Mental Health week.
- Taking part in Friendship week ie Anti Bullying week.
- Development of peer-led systems (e.g. School Student Council and our Playground Buddies) 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 option to meet the needs of all pupils - Playground Buddies.
- 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.
- Home School Partnerships
- Awareness of Rights
- Staff Training/Effective Communication
- Use of outside agencies e.g. PSNI, Childline, NSPCC

### **Preventative Measures on the way to and from school:**

Development of a culture where our 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 school bus.
- Regular engagement with transport providers (e.g. Translink, 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/parent helpers to support the transition from school day to journey home (e.g. staff duty at school gate/bus stops, where appropriate)

### **At all times children's concerns are our concerns.**

The school's Positive Behaviour Policy details the behaviour standards set within the school.

Pupils are encouraged to express their concerns about themselves and others and to seek help and support whenever they need it. However, some children can sometimes be reluctant to seek help, so pupils can report their concerns by using a Worry Box.

Assemblies and class Circle Time will be used to reinforce positive anti-bullying messages and to raise issues concerning bullying within the context of a Christian message. Activities across the curriculum and visits from representatives of outside agencies will also be used to develop pupils' understanding of bullying. Children are taught that each person is unique and to be valued. Differences are to be celebrated and should not be the focus of negative behaviour. In order to build children's resilience and reduce their vulnerability, pupils are coached and guided in developing coping strategies and how to respond positively to hurtful behaviour. Pupils are encouraged to look out for each other and to report their concerns for others.

### **Dealing with Bullying at Glendermott**

At Glendermott we have a responsibility to respond promptly and effectively to issues of bullying.

All incidents of bullying must be reported to the Principal (Mr. Duddy)/Vice-Principal (Mr. O'Kane) or Pastoral Care Coordinator (Mrs. Page) and all such reports will be taken seriously. The school recognises that speed of response is important and wherever possible incidents will be resolved quickly. However, significant incidents will involve investigation and time may be required to reach a resolution. At all times during this, the school will take steps to ensure the safety of the pupil who feels bullied.

Bullied pupils will be reassured that they are not in any way to blame (unless there is good reason to think otherwise). Support and protection will be given.

A parent making a complaint about bullying will have a personal response from the teacher or designated teacher or the principal (whoever is dealing with the issue) within one week of making the complaint, indicating the investigation, which has been carried out, and the action being taken.

A child who has been involved in bullying behaviour will be expected to take responsibility for their actions. The reasons for their behaviour will be explored and they will be expected to improve and change. They will be encouraged to think and talk about the implications of their behaviour for the pupil who was their target. Discussion should also involve the pupils' parents to identify any relevant background information and to secure their support. It may also be necessary for the involvement of the SENCO to address any behavioural problems through a behavioural programme. The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all. Incidents will be resolved in age-appropriate ways and any sanctions will be in line with the school's Positive Behaviour Policy.

## RESOURCES AND TRAINING

The Principal, in conjunction with the Pastoral Care Coordinator, will ensure that all staff are familiar with this policy and that any training of staff is arranged and updated as necessary. Any material resources required by staff will be budgeted for.

## Recording

Our school will centrally 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.

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.

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 our school.

## MONITORING & EVALUATING

Monitoring and evaluating the effectiveness of the Anti-Bullying policy is the responsibility of the Pastoral Care Coordinator in conjunction with the Principal. This policy will be reviewed every three years. It will be reviewed by the Pastoral Care Coordinator with the whole staff and as we value the input of the whole community, parents/carers and pupils will be surveyed to gauge opinions on the effectiveness of the policy. The reviewed draft policy will be brought to the Board of Governors for approval.



## **Books to read about bullying**

The Camera Obscura by Hugh Scott

(published by Walker)

For fluent readers.

Bully by David Hughes

(published by Walker)

For younger readers.

Taking the Cat's Way Home by Jan Mark

(published by Walker)

For younger readers.

Bully by Yvonne Coppard

(published by Red Fox)

For fluent readers.

Beat the Bullies by Michele Elliot

(published by Macmillan)

For younger readers.

The Bailey Game by Celia Rees

(published by Piper)

For fluent readers.

The Angel of Nitshill Road by Anne Fine

(published by Methuen)

For younger readers.

Bad Girls by Jacqueline Wilson

(published by Double Day)

For fluent readers

The Nubbler by Pam Ayres

(published by Orion)

For fluent readers.

Where can you go for help and information?

ChildLine

Helpline 0800 1111 (open 24 hours a day, every day)

Kidscape

Helpline - 0171 730 3300 (open Mon and Wed 9.30am - 5pm).

Kidscape produce leaflets and booklets about bullying.

Pupils if you are being bullied you should:

## TELL SOMEONE

If you are being bullied at school or coming to and from school tell someone:

- Your friends
- Your teacher
- Your parents
- Your classroom assistant
- Any adult in school
- Tell anyone

Parents if you are concerned about a bullying incident:

Talk to your child about positive strategies they could use to stand up to the bully.

[Stay calm, act confidently, walk away, change the subject, ignore them, stay with a crowd, and avoid being nasty back]

If this does not resolve the situation.



Contact your child's class teacher.

If this does not resolve the situation.



Contact Mr. Duddy, Mr. O'Kane, Mrs. Page

If this does not resolve the situation.



Contact the Chairperson of The Board of Governors, ( Mrs. M Boyle ).



**ANTI BULLYING**

Year1 -3 Pupil Questionnaire

Class \_\_\_\_\_

Today's date: \_\_\_\_\_

Please tick only one for each question →		YES	NO
1.	I feel happy in school.		
2.	Other children hurt me.		
3.	Other children make me sad.		
4.	I tell the teacher or someone in charge if someone hurts me or makes me sad.		
5.	I like going outside to play.		
6.	I go to an adult if I feel lonely.		
7.	I tell someone at home (Mummy or Daddy) if someone hurts me or makes me sad.		
8.	I try my best at school.		
9.	When we do well in school we are given stickers in class or Star of the Week in Assembly.		



Class \_\_\_\_\_

Today's date: \_\_\_\_\_

	What do you think? Please tick only one box for each question	True	Mostly true	Not true
1.	I always feel happy in school.			
2.	Pupils in our school are well behaved.			
3.	Our teachers are fair when there is trouble.			
4.	If I tell a teacher/adult that I'm being bullied I know that she/he will listen and do something to help.			
5.	In school we have talked about what is meant by bullying behaviour and about ways of dealing with it.			
6.	If I am bullied in school I am happy to go and talk to an adult, a teacher, Mr Duddy or a supervisor			
7.	Teachers and supervisors help me to feel safe in the school grounds/corridors.			
8.	I get on well with other pupils in my class.			
9.	In class we are given opportunities to learn to respect one another, to think of others and treat everyone the same.			
10.	If I am bullied in school I would choose to tell a friend/ or older pupil rather than an adult.			
11.	When we do well in school we are praised in assembly.			
12.	I feel safe from all forms of bullying behaviour on the way to and from school.			
13.	I feel safe from all forms of bullying behaviour in the playground.			
15.	I feel safe from all forms of bullying behaviour in the toilets and corridors.			
16.	In our school I feel comfortable about telling someone if I am being bullied.			
17.	I know what to do if I feel I am bullied.			
18.	I understand that I must tell an adult if I know that someone is being bullied.			
19.	We learn about the feelings of bullying through Circle Time, Stories, Discussion.			
20.	If I feel bullied in school I would tell someone at home.			



*Promoting an Anti-bullying Culture in Glendermott Primary School and Nursery Unit*

GUIDANCE TO PARENTS/CARERS  
ON COMPLETING THE QUESTIONNAIRE

Dear Parent/Carer,

We are seeking the views of pupils and parent/carers and to help us find out how effective our school has been in creating an anti-bullying culture and to review the effectiveness of our anti-bullying procedures. Your views would be very welcome and your responses will be treated in complete confidence.

There are 14 questions on the online survey, which will take about 10 minutes to complete. If you have more than one child at the school, please respond with only one child in mind and indicate that child's Class on the questionnaire.

When the data from all questionnaires has been collected and analysed, you will be given feedback.

The questionnaire will be used again at a later date in order to ascertain the changes that have taken place as a result of action taken. This will form part of our evaluation strategy. Again, you will be kept informed of our progress.

I would be grateful if you would return the completed questionnaire.

Yours sincerely,

Mr Duddy

Principal

THANK YOU FOR YOUR CO-OPERATION



Promoting an Anti-Bullying Culture  
Questionnaire for Parent/Carers

My Child's Class \_\_\_\_\_

Today's date: \_\_\_\_\_

	What do you think?	True	Mostly true	Not true
1.	The school is fully committed to creating an environment of care and trust of all pupils.			
2.	High standards of behaviour are expected and are evident in the school.			
3.	The staff are fair, firm, consistent and compassionate in their approach to keeping good order in the school.			
4.	Pupils feel able to express concerns about bullying to any member of staff, knowing that these will be received sympathetically and that appropriate action will be taken.			
5.	Teachers and supervisors help my child to feel safe in the playground.			
6.	Good relationships between teachers and pupils exist in and out of the classroom.			
7.	Pupils are encouraged to value one another and to express their own views while appreciating the views of others.			
8.	My child feels secure and free from emotional and physical harm in school.			
9.	The achievements of all pupils are recognised, valued and celebrated so that pupils' self esteem is enhanced.			
10.	My child feels safe from bullying on the way to and from school.			
11.	In school, pupils learn to respect and appreciate differences.			
12.	In school, pupils are given opportunities to express their feelings in ways which are not aggressive.			
13.	My child feels safe from bullying in school at all times.			
14.	I am aware of clearly defined procedures for reporting and recording bullying incidents in school.			



