

# Anti-Bullying Policy



**Tummery Primary School**

## **INTRODUCTION**

Tummery PS strives to provide a safe and enriched environment where success is celebrated and the pursuit of excellence is emphasised. Relationships are at the core of everything we do in Tummery. The school aims to foster values of mutual respect and promote the well-being and self-esteem of all members of our school community.

## **MISSION STATEMENT**

The Board of Governors, teachers and staff aim to foster a caring, Christian community which promotes the full and balanced development of each person in harmony with God, oneself, others and the environment.

### **General Aims of school**

Tummery PS aims:

- to provide a broad and balanced curriculum for all pupils in accordance with the Northern Ireland Curriculum
- to try to determine each pupil's potential and provide opportunities to develop this to the full.
- to provide for each pupil a secure, stimulating and imaginative environment where individual success and satisfaction is achieved.
- to develop an awareness of self and a sensitivity to others, acquire a set of moral values and the confidence to make and hold to moral judgements and develop habits of self-discipline and acceptable behaviour.
- to promote opportunities for parents to play a meaningful role in the education of their children.
- to identify with the life of the local community and to share with neighbouring schools.
- to continue to strengthen and preserve the Catholic ethos which already permeates the environment of the school and, by doing so, to develop a set of values and beliefs which reflect good citizenship.

## **BACKGROUND**

In Tummery PS, bullying behaviour is contrary to our school ethos. We recognise that the prevention of bullying behaviour is a concern for all, including pupils, teaching, non-teaching staff, parents and governors.

The 2003 Statutory Requirements (Education & Libraries NI Order) requires schools to "encourage good behaviour and respect for others and in particular prevent all forms of bullying."

When responding to concerns about bullying behaviour the staff of Tummery PS will address the issue, using the following steps:

1. Assess the Alleged Bullying Concern (Appendix 1)
2. Plan interventions to stop the bullying behaviour recurring
3. Protect and support the **'targeted'** pupil.
4. Intervene and appropriately support change in the attitude and behaviour of the pupil engaging in bullying behaviour.

## **AIMS**

The aims of this policy are to:

- prevent or reduce bullying behaviour in any form;
- adopt a consistent approach to dealing with concerns about bullying behaviour.
- create a physically and emotionally safe environment where positive relationships and social skills are emphasised.
- ensure that all pupils, parents and staff are consulted on this policy and are aware of their rights and responsibilities in contributing to its success.

## **CONSULTATION**

This policy has been developed and is 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, through a process of consultation, involving pupils and their parents. Consultation with pupils is facilitated through:

- Class based workshops
- Questionnaire to all the school community

Each year, teachers explore and agree with their class the positive, pro-social behaviours which are expected from all pupils so that all in the school community feel safe, secure and happy in school and are enabled to achieve their personal best. Our school's 'Positive Behaviour Policy' clearly defines our expectations with regard to what constitutes appropriate behaviour and a clear distinction is made between unkind, unacceptable, behavioural 'mistakes' and bullying behaviour. Our definition of Bullying Behaviour is examined during the consultation process at class level, staff level and with consultation with parents.

## **AGREED DEFINITION OF BULLYING**

Bullying Behaviour is unkind behaviour which is intentional and persistent and causes hurt or distress to another person who is the 'target,' with a power imbalance between the targeted pupil and the pupil engaging in the bullying behaviour.

The NIABF (NI Anti-Bullying Forum) defines bullying as the 'repeated use of power by one or more people intentionally to harm, hurt or adversely affect the rights and needs of another or others.' (NIABF 2005)

The Department of Education defines bullying as:

'deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself.' -'Pastoral Care in Schools: Promoting Positive Behaviour 2001

## **PRINCIPLES and VALUES**

The staff of Tummery PS have agreed that:

- pupils have a right to learn in a safe and supportive environment, free from intimidation and fear;
- the welfare/well-being needs of all our pupils are paramount and pupils' needs, whether those of a pupil bullying another or a targeted pupil, must be separated from their behaviour;
- when bullying concerns are identified, they will work in a solution focused and restorative way to achieve the necessary change in pupil behaviour, to ensure safety of all pupils and to meet the pupil's needs and repair relationships;
- they will listen to and support the pupils who are targeted;
- they will listen to, support and encourage pupils who engage in bullying behaviour to accept responsibility and change their behaviour.

## **FORMS of BULLYING BEHAVIOUR (these can inter-related)**

### **PHYSICAL BULLYING**

#### **Recurrent, persistent, targeted, deliberate:**

- 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/other items
- writing/drawing offensive notes/graffiti about another

### **VERBAL BULLYING**

#### **Recurrent, persistent, targeted, deliberate:**

- name calling; insulting or offensive remarks; accusing; taunting; 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

### **EMOTIONAL BULLYING**

#### **Recurrent, persistent, targeted, deliberate:**

- excluding/shunning others from group activity/social setting or play;
- belittling another's abilities or achievements;
- menacing looks/stares;
- rude signs or gestures

### **CYBER BULLYING**

#### **Recurrent, Persistent, targeted, deliberate:**

- misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity
- misuse of mobile phones by text messaging /calls or images – again to hurt / embarrass / demean / / harass / provoke or humiliate another using perceived anonymity
- unauthorised publication or of private information; impersonation

## **SYMPTOMS of BULLYING**

The staff of Tummery PS are aware of the pain and hurt caused by bullying and will be alert to the following signs of stress in pupils which may indicate bullying behaviour is occurring:

- pupil unwilling to attend school, constantly arriving late and 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/easily distracted.
- 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.

## **STRATEGIES TO PREVENT OR REDUCE BULLYING**

Tummery PS has established and will maintain the following strategies to prevent and reduce bullying behaviour: The staff will:

- consult widely to encourage a 'whole-school positive behaviour approach' in which children and adults work together to create an environment in which unkind behaviour and bullying behaviour is unacceptable and preventable. When this behaviour occurs it will be assessed and planned interventions will occur to ensure pupil well-being, safety and behavioural change.
- assess our effectiveness in preventing Bullying Behaviour and interventions used when concerns occur; analysing bullying concerns and interventions which have arisen.
- ensure all school staff, teaching and non-teaching are familiar with the school's Anti-Bullying Policy and the procedures they must implement when responding to bullying concerns.
- display awareness raising posters in classrooms and corridors and on our Child Protection Notice board.
- provide appropriate leaflets and literature for pupils and their parents.
- encourage children to understand their role in preventing bullying behaviour through 'Circle Time', drama/role-play and novels; pupils will be trained to understand more clearly the feelings of targeted children and to practise the skills they need to avoid bullying behaviour

- provide parents with a revised copy of the school's Anti-Bullying policy every two years and make them aware of our approach to bullying incidents and the procedures they themselves can use if they are concerned that their child is being bullied or does not feel safe within the school.

### **INDIVIDUAL RESPONSIBILITIES**

- All members of the school community have a key role in promoting, implementing and supporting Tummery PS Anti-Bullying Policy. It is important that there is a collaborative whole school approach to address any bullying concerns which may arise.

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

### **RESPONSIBILITIES of STAFF**

The staff of Tummery PS will all contribute to the prevention of bullying in the following ways.

We will:

- use 'Consultation Strategies' to ensure pupil awareness and understanding of school rules and teacher expectations;
- emphasise our 'Positive behaviour Expectations' during classroom workshops, agreeing rules, posters, displays, incentives, school assemblies;
- recognise and reward positive behaviour by noticing and praising when these behaviours occur; provide rewards to encourage positive behaviour; eg certificates, special awards, Golden Time
- foster in our pupils self-esteem; explore, agree and reinforce their rights and their responsibilities to others and their mutual safety needs;
- use PDMU, curricular and creative learning opportunities to enhance pupil's self-awareness, emotional well-being, pro-social skills and understanding of others;
- demonstrate by example the high standards of personal and pro-social behaviour we expect of our pupils;
- listen to children who are targeted, take what they say seriously and respond appropriately;
- discuss bullying behaviour with all classes, so that every pupil learns about the damage it causes to both the pupil who is targeted and the pupil who engages in bullying behaviour;
- promote a caring, non-punitive school ethos at all times;
- highlight the importance of telling a trusted adult about bullying behaviour when it happens or is observed;
- maximising opportunities for developing positive pupil relationships through strategies such as 'Circle time', PDMU, Religion;

- ensuring school wide supervision by all staff is vigilant and effective and that responses to unkind or unacceptable behaviour are prompt, consistent & restorative;
- being alert to signs of distress and possible bullying behaviour and responding to concerns or complaints consistent with agreed procedures;
- participating in Anti-Bullying Week annually to reinforce Anti-Bullying Prevention Strategies and address bullying behaviour themes e.g. Cyber safety, Disability or Racial Discrimination;
- follow up any concern or complaint by a parent about bullying behaviour and report back promptly and fully on the action which has been taken.

### **RESPONSIBILITIES of PUPILS**

We expect our pupils to:

- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- intervene to support any pupil who is being bullied, unless it is unsafe to do so.
- report any concerns or instances of bullying witnessed or suspected, to a member of staff to dispel any climate of secrecy and help to prevent further instances.

### **Anyone who becomes the target of bullying should:**

- have the courage to speak out, to put an end to their own suffering and that of other potential targets.

### **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 behaviour.
- advising their children to report any bullying to their class teacher, (or Principal and Child Protection Designated Teacher Mr Meenagh; or Deputy Designated Teacher Mr Donnelly) and explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and for other pupils.
- advising their children not to retaliate violently to any forms of bullying behaviour.
- being empathetic and supportive towards their children, reassuring them that appropriate action will be taken;
- keeping written records of any reported instances of bullying behaviour
- informing the school of any suspected bullying, even if their children are not involved;
- co-operating with the school, if their child is involved in a bullying concern, to resolve the issue in a restorative way, in order to stop the behaviour recurring, meet the needs of all children involved and restore positive relationships within the group.



## **GUIDANCE FOR STAFF RE PROCEDURES & PRACTICE**

It is important that all members of staff know who is responsible for responding to concerns and implementing interventions, when bullying behaviour occurs.

Consequently four levels of response are suggested (below) corresponding to the four Levels of Intervention detailed in the NIABF Document, '**Responding to Bullying Behaviour: Effective Interventions**'. The staff members who need to be involved at each level of intervention are also identified below:

- Mr Meenagh (Principal)
- Mrs Donnelly (DDT)
- the teacher of the pupil engaged in the bullying behaviour and the teacher of the pupil targeted

### **Level 1 Interventions (Class Teacher)**

Class teachers who observe a low level incident of bullying behaviour (or reported) have an initial responsibility for taking positive action.

This will involve using different practices such as:

- Restorative Questioning – may be used either to record or to have discussion with pupil.
- One-to-One discussions and/or Think Time Discussions
- Whole class/group discussions
- Quality Circle Time.

In Tummery PS staff will use Restorative Questioning and Whole Class/Group discussions will be used to generate a response to Bullying Behaviour.

Staff will address concerns with all pupils directly involved or indirectly impacted upon. This will include bystanders and, as appropriate, the group or whole class.

Appropriate records will be maintained throughout.

### **LEVEL 2 INTERVENTIONS (CLASS TEACHER with OTHER KEY MEMBERS OF STAFF)**

Class Teachers will obtain additional advice & support from the school's Pastoral Co-ordinator (Mr Meenagh); SENCO and DDT (Mrs Donnelly), regarding their 'Assessment of the Concern'. (Appendix).

This may also include:

- obtaining parental consent to planned interventions
- meeting with pupils involved or impacted upon
- meeting with parents/carers
- contributing to planned interventions to support and strengthen individual pupils.

Each staff member involved will maintain and provide appropriate records of their intervention for the key co-ordinating staff member's information.

### **LEVEL 3 INTERVENTIONS (PRINCIPAL AND SMT)**

At this level, a “history” of on-going concerns and interventions may exist **or** this may be a newly emergent but more complex bullying concern.

The Principal (and the school’s Senior Management Team) will be involved and identified on the ‘Assessment of Concern’ form. Their responsibilities will include:

1. Gathering and assessing complex and dynamic information.
2. Liaising with and/or making a referral to external professionals/agencies.
3. Maintaining ongoing communication with pupils, their parents/carers.

This role and responsibility may include an integration of the following plans:

1. Risk Assessment/Risk Management Plans
2. Pastoral Care/Child Protection Plans
3. Special Education Needs IEPs

### **LEVEL 4: INTERVENTIONS/SAFEGUARDING INTERVENTIONS (multi-disciplinary)**

Bullying concerns which require this level of intervention include considerable pupil vulnerability and well-being considerations, “risk of considerable harm” or criminal aspects.

Interventions need to be carefully managed by the Principal, who is also the Designated Teacher for Child Protection. These may involve:

- Discussion with and referral to multi-disciplinary agencies.
- On-going liaison with Family Support, Safeguarding and/or medical agencies to elicit intensive support services for pupils and their families will be indicated.
- Working in close partnership with parents/carers.
- Advising and supporting school staff implementing risk management plans.
- Supporting staff in implementing discrete 1:1 and classroom based ‘Pupil Strengthening’ interventions reflected through the SEN Code of Practice.

### **RECORDING CONCERNS AND RESPONSES / INTERVENTIONS**

The staff involved will:

- gather information and assess a bullying concern, using the **Bullying Concern ‘Assessment Form’ (Appendix 1)**
- plan appropriate interventions with reference to the School’s Positive Behaviour Policy and NIABF Effective Interventions Framework and Guidance Document, **Responding to Alleged Bullying Behaviour.**
- have their roles and responsibilities defined, in providing a strategic response to a concern and ensuring that communication between all involved is maintained. A named

person(s) and actions agreed will be recorded. Time frames involved in responding will be noted and adhered to.

- will obtain advice, support or make a referral to a relevant Support Services e.g. Pupil Personal Development Team. Behaviour Management Team, EWO, Education Psychology, Child Protection Support Services.
- continue to monitor and support all pupils involved post-intervention.

When responding to concerns re bullying behaviour, staff will use the 'Bullying Concern Assessment Form (Appendix 1) and adhere to the school policy and agreed procedures, adopted from The NI Anti Bullying Forum (NIABF) Guidance issued by DE in June 2013 to all schools. The following steps will be taken:

- All observed, suspected or reported 'Concerns about Bullying Behaviour', will be listened to, taken seriously and recorded.
- Staff will remain calm and non-judgemental, using solution-focused and restorative approaches:
  - School staff will 'assess the concern' to determine if it satisfies the school's agreed 'Definition of Bullying Behaviour' and the nature of the concern (Appendix 1)
  - Even if the concern does not satisfy our definition of bullying behaviour, school staff will plan an intervention to address and resolve any issue or friendship difficulty
- Key Staff will decide, **Who** they need to work with, **What** Level of Intervention is required and **How** to respond, determining the particular intervention which is appropriate with individual pupils and/or groups, to meet their needs and resolve the bullying concern.
- Interventions will be promptly implemented to ensure the bullying behaviour ceases and the 'targeted pupil' feels safe and more secure.
- Restorative Interventions aim to ensure the pupils engaging in the behaviour recognise and acknowledge the impact of their behaviour and will agree to act to repair any harm caused and restore pupil relationships (Appendix 3: Restorative Questioning)
- Should a pupil refuse to acknowledge their behavioural mistakes and the hurt caused or be unwilling to engage in 'restorative processes', this suggests a Level 3 Intervention is needed and that, in addition to 'Pupil Strengthening', appropriate consequences may be required.
- As appropriate, staff interventions may involve group-work and enlisting peer support to help achieve a resolution to the concern and repair relationships.
- A follow-up meeting & discussion with individual pupils (targeted pupil, peer supporters and pupil engaging in bullying behaviour) is essential to find out whether or not any planned intervention has been effective and the outcomes of these discussions recorded.

- Should continuing concerns and/or repeated incidents occur, staff will re-assess the concern, informing parents and implementing a further revised intervention plan.
- A clear account of the 'Assessment of Concern', interventions used and outcome will be reported to the appropriate members of staff i.e. class teacher/ Principal (Designated Teacher for Child Protection) and recorded.
- The effectiveness of any interventions and pupil well-being and safety 'post-intervention' will be carefully monitored and recorded and if required a 'strengthening plan' devised.
- Bullying concerns assessed as requiring Complex Level 3 interventions or Level 4 safeguarding interventions, will require that pupils' parents/carers are involved, along with external and multi-agency professionals.
- Level 3 and 4 interventions to address bullying concerns will be coordinated by School Management Team/Principal
- Where Level 3 and 4 interventions are required, consequences as set out in the 'Promoting Positive Behaviour Policy' may be appropriate and if so, will be used proportionately.

### **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.
- We recognise that staff response and interventions to pupil's 'behavioural mistakes' also need to **differentiate** - as some pupils, because of developmental delay, SEBD, SEN and disability, will experience additional difficulties while learning to behave pro-socially, requiring additional staff support and 'strengthening interventions'. (Gott & Bomber)

### **CONTINUOUS PROFESSIONAL DEVELOPMENT OF STAFF**

- School-based training for all staff – PPDST (EA Western Region)
- Child Protection/Safeguarding Training for the Designated Teacher (Mr Meenagh) and Deputy DT (Mrs Donnelly).
- School-based refresher child protection training for all staff annually.
- Staff meetings and discussions.

### **MONITORING AND EVALUATION**

- This policy was formulated by Mr Meenagh in consultation with school Governors, staff, pupils and parents.

- The Anti-bullying Policy is approved by the Board of Governors and staff review and update of it will occur bi-annually and/or following any incident, to assess its suitability and ensure that it is “fit for purpose”.
- A copy of this policy is available to all parents from the school office.

- DENI Circular 2003/13: Welfare and protection of pupils: Education and Libraries (Northern Ireland) Order 2003.
  - a. ARTICLE 17 – DUTY TO SAFEGUARD AND PROMOTE THE WELFARE OF PUPILS
  - b. ARTICLE 18 – CHILD PROTECTION MEASURES
  - c. ARTICLE 19 – SCHOOL DISCIPLINE: MEASURES TO PREVENT BULLYING

This circular informs schools and their Boards of Governors about a number of important new legal requirements in respect of the welfare and protection of pupils.

- **‘Pastoral Care in Schools: Promoting Positive Behaviour’ (2001)**
- **‘Pastoral Care in Schools: Child Protection’ (1999)**
- **The United Nations Convention on the Rights of the Child (1992)**

#### Article 12

- a. Article 12 - the right to express views and have these taken seriously
- b. Article 19 - the right to protection –including bullying

- **The Northern Ireland United Nations Convention on the Rights of the Child (1992)**
- **Northern Ireland Anti -Bullying Forum** - Guidance Documents

**TUMMERY PRIMARY SCHOOL  
BULLYING CONCERN ASSESSMENT FORM**

**Appendix 1**

Our School's Definition of Bullying Behaviour is:

**Bullying is hurting another person physically, verbally, mentally or emotionally. Bullying happens when the same person/s is being targeted continually over a period of time.**

	Name(s)	Gender	DOB/Year Group (if pupil)
Persons reporting concern		M/F	
Name of targeted pupil(s)			
Name of Pupil(s) involved			

**Type of incident and Theme (if applicable):**

- Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons)

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- Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours)

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- Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others)

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- Disability (related to perceived or actual disability)

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- Cyber (through technology such as mobile phones and internet)

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- Homophobic (related to perceived or actual sexual orientation)

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- Racist (related to skin colour, culture and religion)

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- Sectarian (related to religious belief and/or political opinion)

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▪ Other

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Is there persistence/recurrence of this behaviour? Yes / No

Is it targeted behaviour? Yes / No

Is there a power imbalance? Yes / No

Is it intentionally hurtful behaviour? Yes / No

Does this incident meet your school's agreed definition of bullying? Yes / No

Check records for previously recorded incidents.

**Outline of incident(s):** Attach all written accounts/drawings of incident(s) completed by bullied pupil, witnesses (i.e. other pupils, staff)

**TUMMERY PRIMARY SCHOOL  
BULLYING CONCERN ASSESSMENT FORM**

Does this incident conform with the school's agreed definition of bullying? Yes

No


**YES      NO**

Is there persistence/recurrence of this behaviour?



Is it targeted behaviour

Is there a power imbalance?

Is it intentionally hurtful behaviour?

Outline action/support to be undertaken with pupil(s) who has been displaying bullying behaviour: (please tick all that apply)

Intervention re bullying concern with  individual(s)  peer group  whole class

Ongoing support/monitoring from \_\_\_\_\_ (named staff)

Have parent(s) been informed / involved? Yes  No  (Give details)

\_\_\_\_\_

\_\_\_\_\_

Referral to other agencies (please specify)

\_\_\_\_\_

Any other action (please specify)

\_\_\_\_\_

Suspension

Expulsion

**Restorative Questioning  
Tummary Primary School**

**Appendix 3**

**Restorative Questioning:** Use the five self-reflective, restorative questions in the sequence listed below. This approach should enable the pupil who bullies to take responsibility for his/her behaviour and to undertake action(s) to promote reparation.

**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 how that person has been affected by your behaviour?	
5. What do you think you need to do to make things right?	