

Killean Primary School



Anti Bullying Policy

Killean Primary School aims to provide a working, caring and happy environment in which the potential of every child can be realised. In accordance with our mission and aims we wish to promote in all our pupils such values as will make them caring responsible citizens. We believe in the dignity and worth of each individual and in the development of the whole person. All members of staff share these values and work to ensure a pupil centred approach in which caring is the shared responsibility of all staff. These values underpin and shape all our school policies.

Aims and Objectives of our Anti - Bullying Policy

We believe that all pupils have the right to learn in an environment which is free from intimidation and fear.

Accordingly, we will work to create an environment within which positive relationships will be fostered and violent behaviour of any sort will be unacceptable. Within such an environment, bullying behaviour will not be tolerated.

Should bullying occur, the needs of the victim will be paramount and the school will take all reasonable measures to ensure that the situation is resolved and will not recur.

The school will seek to involve and inform parents in all areas of its anti - bullying work.

Links with other school policies

This Anti - Bullying Policy forms part of the school's overall Pastoral Care Policy. It links with the Child Protection Policy and Internet Safety Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies. It links with the Positive Behaviour Policy which aims to encourage good conduct throughout the school, together with the sanctions which will be used as part of the disciplinary process.

Agreed definition of bullying behaviour

Following consultation within the school the following definition of bullying has been agreed :

Bullying is a form of aggressive, hurtful behaviour which is persistent and unprovoked. It involves an abuse of power. It may take various forms including physical, verbal and emotional and may include use of technology.

Examples of bullying behaviour include:

Physical: kicking, nipping, pushing, tripping

Verbal: name - calling, teasing, spreading rumours

Emotional: excluding from play, pulling faces, threatening

Cyber: mobile phone or internet usage to harm the character, reputation or peace of mind of another person.

Effect of bullying on Victim

The victim may suffer physical /psychological abuse of their persons, isolation and loneliness, insecurity, anxiety and fear arising from the threatening atmosphere which surrounds him / her.

We must remember that any repeated / continuing behaviour which causes distress to a child is bullying. Some teasing, which may be dismissed as insignificant and the child told to ignore, may in fact, cause considerable pain.

Our pupils need to know that action will be taken in the case of bullying however insignificant it may appear. They need to be assured that they can speak to their teacher or any non-teaching member of staff in confidence and that the matter will be handled discreetly and sensitively with information passed on only on a need to know basis. A photograph of the designated teacher and the deputy designated teacher is displayed in the corridor.

Preventative Strategies

We believe that the implementation of preventative measures will help reduce the incidence of bullying behaviour.

We will take the following steps:

Ethos and Pastoral Care

We will seek to be a "listening school" in which pupils are encouraged to express their feelings, fears and concerns. This will be facilitated through the annual introduction of our positive behaviour approach when the class and school rules are devised, by way of negotiation, with the children and reinforced through the poster competition. It will be regularly reinforced throughout the year at our monthly assemblies often with themes related to the Golden Rules.

We have implemented a "Behaviour Survey" which we will run each month or if necessary, fortnightly for a limited period, in the case of a child / children feeling uncomfortable with any aspect of life in school, in order to discover the cause and to enable us to work with the children to resolve any issues.

As part of our Pastoral Care Programme we have introduced Personal Development into our school timetable. Within this safe environment our children are regularly encouraged to think about their feelings and behaviour and how it affects others. We believe that developing empathy at this level will enable the children to see things more readily from the point of view of others and lead to more thoughtful and respectful behaviour.

Study and discussion on the theme of bullying is also developed in response to texts which are met in the Literacy and Religion programmes of study. Role-play situations maybe

devised to help the children deal with possible bullying scenarios. Similarly, potential bullies may benefit from being placed in situations which require them to see things from the victim's point of view. We assume a role in teaching social skills in a conscious way and as teachers our aim is to develop a caring co-operative ethos in our school and to make the school day as happy and productive as possible.

Rewarding Good Behaviour

We will use a variety of methods to reward and encourage good behaviour e.g. verbal praise in class, class merit system, class prizes, giving of responsible task, acknowledgement by principal, public recognition at assembly, weekly golden certificates and term awards of good behaviour certificates (bronze, silver, gold.)

Conduct at break and dinner times will be monitored so as to catch and reward with stickers and certificates instances of good behaviour and caring. All ancillary staff are involved in highlighting positive behaviour with an extensive playtime reward system for out of class time, complementing the reward system used by teachers.

Agreed Code of Conduct for the School Community

Pupils have an ***entitlement*** to be educated in an environment which is safe, caring and respectful of their individual needs.

Pupils have a ***responsibility*** to treat all other pupils, teachers and other staff with respect. They have a responsibility to refrain from engaging in bullying behaviour and to report it if they are aware of it occurring.

Parents have an ***entitlement*** to expect that their child will be educated in an environment which is safe, caring and respectful of their individual needs.

Parents have a ***responsibility*** to ensure that their child co operates with teachers, other staff and other pupils. They have a responsibility to inform the school of any incidents of bullying of which they are aware.

Teachers and other staff in the school community have an ***entitlement*** to work in an environment which is characterised by respect and caring for all.

Teachers and other staff in the school community have a ***responsibility*** to contribute to the creation of such an environment and to work for the well being of all pupils.

Procedures for dealing with incidences of bullying behaviour, including contact with parents and external agencies.

Each case of bullying will be dealt with individually and follow up action will be tailored to meet the individual needs of the pupils concerned.

These steps will be followed:

1. Reporting of an incident:

When a bullying incident is reported, the information will be passed on to the following people and a behaviour survey will be carried out to gather evidence:

The teacher of any child involved

The principal and designated teacher for child protection

The deputy designated teacher

All relevant staff will monitor the situation carefully.

2. (a) Investigation of an incident:

This will normally be carried out by the designated teacher for child protection in cooperation with any class teachers concerned.

(b) Behaviour Survey:

In cases where children do not want their complaint to be known to others in order to gauge the extent of the problem and to give everyone involved a chance to consider how their behaviour is affecting others, we will take a survey of behaviour, giving everyone an opportunity to anonymously tell if some one in particular is causing upset. The results of the survey will be shared individually with the children concerned. A second survey will be carried out after one week to see if the situation is resolved. Should the situation remain unchanged, results will be shared with parents. Parents at this stage will support the class teacher working with the designated teacher in putting into action a plan for resolution of the problem.

Pupils involved may be interviewed and a record made of their responses. Behaviour surveys will be carried out at regular intervals to monitor children's well-being.

3. Agreeing a plan for resolution:

Working with the pupils concerned, the designated teacher will devise a plan for resolution of the conflict. This plan will include targets for acceptable behaviour and will set out support measures which will be provided for the pupils concerned.

Any disciplinary action will use the system of sanctions which is set out in the school's discipline policy.

4. Reviewing the situation

The situation will be monitored and formally reviewed within one month of the initial report. This will be done by the designated teacher, in co operation with other teachers, pupils and parents concerned. Monitoring form will be signed by all parties involved.

5. Involvement of other agencies in provision of support

When necessary, the school will draw on support from a range of outside agencies including the Educational Welfare Officer, Behaviour Management Team and the Educational Psychology Service. In most instances, the school will seek to deal with the situation from within its own resources. However, if it becomes clear at step 3 or 4 that outside help is needed, the school will not hesitate to avail of it.

Monitoring and Review of the Anti- Bullying Policy

Implementation of this policy will be monitored by the principal and designated teacher for child protection. A report on implementation will be provided annually to the Board of Governors, within the overall report on pastoral care provision. This policy will be formally evaluated and reviewed every three years.