KILRONAN SCHOOL

Anti-Bullying Policy

Re-issue Date: May 2023
Date of Review: May 2025

United Nations Convention on the Rights of the Child (UNCRC):

All children have the right to:

- Have their welfare considered paramount in all decisions taken about them (Article 3).
- Be listened to and taken seriously (Article 12).
- Be protected from being hurt or badly treated (Article 19).
- Be kept safe from things that could harm their development
    - (Article 36).
- Have the right to help if they have been hurt, neglected or badly treated (Article 39).

CONTENTS

VISION

At Kilronan School we aim to provide a happy, safe and stimulating learning environment where pupils are motivated to achieve, feel valued and are respected as individuals. We believe our inclusive approach meets the needs of each pupil and empowers them to reach their full potential through experience of and participation in all aspects of the curriculum.

We are committed to:

- Putting pupils first.
- Providing a welcoming, dynamic and supportive learning and teaching environment.
- Delivering the Pre-School/ NI Curriculum/School Leavers Programme, through an individualised and child centred approach.
- Ensuring that the highest standards of Pastoral Care, Safeguarding and Child Protection are in place.
- Promoting and sustaining good behaviour.
- Treating everyone with dignity and respect.
- Continuing to foster and develop effective home/school links.
- Working together as a team for the benefit of each pupil.
- Working collaboratively with Allied Health Professionals and other agencies to ensure the needs of pupils are met.
- Developing and maintaining close links with other schools and the local community for the mutual benefit of all.
- Giving all staff opportunities for appropriate continuing professional development.
- Embracing new opportunities and innovative approaches to meet the changing needs of the pupils and the school.

KILRONAN SPECIAL SCHOOL
Anti-Bullying Policy

1. School Ethos

1.1. The Anti-Bullying Policy exists to promote the safety and wellbeing of all members of the school community and procedures for responding to bullying incidents including provision of support for any member of staff who is subjected to bullying. Bullying incidents also includes the repeated use of any verbal, written or electronic communication which may cause harm to a pupil or group of pupils. The school aims to foster values of tolerance and mutual respect through promoting the self-esteem of all members of the school community. We recognise that bullying is a concern for all of us, including pupils, all members of staff, parents, and Governors.

2. Definition

2.1. In Kilronan School we view bullying as any form of behaviour or indiscipline which hurts, intimidates, or offends mentally, physically or emotionally, or in any way inhibits another's entitlement to feel safe and secure and enjoy being part of our school community. It is also important to distinguish between bullying and challenging behaviour.

The Northern Ireland Anti-Bullying Forum (NIABF) agreed the following definition of bullying:

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' (NIABF).

'Bullying is the repeated attack, physical, psychological, social or verbal in nature by those in a position of power, which is situationally or formally defined for their own gain or gratification'. (Besay 1989)

Examples of bullying (See Appendix 1)

2.2. The staff in Kilronan School strive to create a safe learning environment where pupils feel secure, valued, happy and are assisted to develop physically, socially, emotionally, and intellectually within whatever limits their disability may impose.

Within this environment pupils and staff will be expected to:

- Show respect and compassion for each other.
- Be vigilant, observant regarding others and always make any concerns known to a staff member or a member of the Leadership Team.
- Be supportive of each other.

Within this environment bullying in any form will not be tolerated and will be dealt with as a matter of urgency in accordance with school policy and procedures.

2.3   While bullying is usually repeated behaviour, there are instances of one-off incidents that the school will consider as bullying.
When assessing a one-off incident, to decide on whether to classify it as bullying, Kilronan school will consider the following criteria:

- Severity and significance of the incident.
- Evidence of pre-meditation.
- Impact of the incident on individuals (physical/emotional).
- Impact of the incidents on the wider school community.
- Previous relationships between those involved.
- Any previous incidents involving the individuals.

Any incidents which are not considered bullying behaviour will be addressed under the Promoting and Sustaining Positive Behaviour Policy.

Bullying is an emotive issue; therefore, it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, we will not refer to a pupil as a 'bully', nor will we refer to a child as a 'victim'. Instead, we will refer to:

- A pupil displaying bullying behaviours.
- A pupil experiencing bullying behaviours.

3. SIGNS AND SYMPTOMS OF BULLYING

3.1 Signs or symptoms of a pupil being bullied may not always be obvious or may go unnoticed. We also need to be aware that some pupils are reluctant to report bullying, it is very often a parent or an observant member of staff who picks up the signs of emotional distress on the part of the child or pupil which eventually leads to bullying being identified as the cause of the distress. Howe and Tuthill (1994) outline some signs which are particularly indicative of bullying in primary school settings.

- The child is reluctant to travel home on the school bus and insists on being collected by parents or will walk home at the same time as other children. Children who are bullied often look for different routes to and from school.

- The child's possessions such as pens, and books are lost, and their workbooks destroyed or the work in them defaced. School clothes may also go missing and glasses get broken.

- The child is continually in need of money and tells parents that he or she has lost the money or used it for unlikely purposes. It may have been stolen or used to purchase sweets to buy off a bully.

- The child does not want to go out to play at break or lunch times and if persuaded to, stays close to an adult supervisor.

- There are not always overt signs and staff need to be aware of less obvious clues, for example, a child may ask to sit by someone else in class, or carefully avoid contact with certain other pupils. They may become withdrawn, start stammering. There may be a change in their behaviour.

3.2. Individually, these signs and symptoms do not necessarily mean that a pupil is being bullied. However, if there is a combination or repetitive occurrence of these, then further investigation may be needed. For many of our Kilronan pupils' communication may be difficult and these signs and symptoms may also be attributed to other factors e.g., illness, anxiety.

4.   Links with other policies

4.1.   In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:

- Promoting and Sustaining Positive Behaviour Policy.
- Pastoral Care Policy.
- Safeguarding and Child Protection Policy.
- Special Educational Needs Policy.
- Health and Safety Policy.
- Relationships and Sexuality Education.
- E-Safety Policy & Acceptable Use of Internet Policy.
- Mobile Phone Policy.
- Educational Visits.
- Staff Code of Conduct.

5.   Preventative Measures:

5.1   In Kilronan School measures are taken to prevent bullying behaviour. We aim to promote a strong anti-bullying ethos within the school, the wider school community and preventing bullying behaviour on the way to and from school.

5.2.   Several key actions are set in place with the aim of preventing bullying and creating a safe learning environment. Examples of these include:

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Promoting and Sustaining Positive Behaviour Policy.
- 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/PD/LLW (e.g., sectarian, racist, homophobic, transphobic, 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)
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g., Safer Internet Day, Good Relations Week, etc.
- Development of peer-led systems (e.g., School Council) 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, play bus stops) and provision of a variety of play option to meet the needs of all pupils.
- 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.

5.3.   Preventative measures to prevent Bullying behaviour on the way to and from school:

- Development of a culture where 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 raising awareness of ways to prevent bullying behaviour and what to do if they feel a pupil is experiencing bullying behaviours.
- Regular engagement with transport providers (e.g., EA Transport) to ensure effective communication and the early identification of any concerns.

- Appropriate deployment of staff to support the transition from school day to journey home (e.g., staff allocated to bus duty, all staff receive annual safeguarding training which includes awareness of prevention of bullying behaviours.)

5.4   Staff will be made aware of how to prevent bullying which happens through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school. Kilronan School aim to raise awareness of the nature and impact of online bullying and support our pupils to make use of the internet in a safe, responsible, and respectful way. This includes:

- Addressing key themes of online behaviour and risk through PDMU/PD/LLW, including understanding how to respond to harm and the consequences of inappropriate use.
- Participation in Anti-Bullying Week activities.
- Engagement with key statutory and voluntary sector agencies (e.g., C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- Participation in annual Safer Internet Day and promotion of key messages throughout the year.
- Development and implementation of robust and appropriate policies in related areas (e.g., E Safety and Acceptable Use of the Internet and Digital Technologies).

6.   Responsibility

6.1.   Everyone has a responsibility for creating a safe and supportive learning environment for all members of our school community.

Everyone in the school community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together to:

- Foster positive self-esteem.
- Behave towards others in a mutually respectful way.
- Model high standards of personal pro-social behaviour.

- Be alert to signs of distress and other possible indications of bullying behaviour.
- Inform the school of any concerns relating to bullying behaviour.
- Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity
- Refrain from retaliating to any form of bullying behaviour.
- Intervene to support any person who is being bullied, unless it is unsafe to do so.
- Report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- Emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed.
- Explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- Listen sensitively to anyone who has been bullied, take what is said seriously and provide reassurance that appropriate action will be taken.
- Know how to seek support – internal and external.
- Resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties.

7.   Reporting a Bullying Concern.

7.1.   Pupils Reporting a Concern:

Pupils are made aware that when they have a concern about a potential bullying situation, they are asked to discuss this with a member of staff that they trust. It is essential that pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff.

Pupils can report bullying concerns:

- Verbally- talking to a member of staff.
- By writing a note to a member of staff.
- By posting a comment in a 'worry box' (Located in the Front Foyer).

It must be emphasised that **ANY** pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Through the preventative work taken forward under Section 5, this message should focus on 'getting help' rather than 'telling'. As such, all pupils should be encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

7.2. Parents/Guardians Reporting a Concern

- In the first instance, all bullying concerns should be reported to the Class Teacher, who refers this to the Safeguarding Team.
- Where the parent/guardian is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal or Vice-Principal, as applicable.

Where the parent/guardian remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. (Please refer to school's Complaints Procedure).

7.3.   While most reports of bullying concerns will come from pupils and their parents/guardians, the school must be open to receiving such reports from anyone.

8.   Responding to a Bullying Concern.

8.1.   Procedures for dealing with incidences of bullying (Pupils):

Some pupils who are perceived to be engaged in bulling behaviour may have low self-esteem or may not understand the 'rules' of social interactions which may manifest itself in aggressive behaviour. Pupils who exhibit bullying behaviour need to be helped to learn and understand more socially acceptable forms of behaviour. They also need to acknowledge their actions have been wrong and understand that there are consequences for their actions. Pupils involved will be interviewed and a record made of their responses using the school's Assessment form (See appendix 2):

- Find out what happened and if any witnesses where available, clarify facts and perceptions.
- Identify the pupil/pupils who are perceived to be engaged in bullying behaviour – speak to the pupil/pupils and listen carefully to her/his/their story.
- Make it clear that bullying is not acceptable. State that all reported incidents of an inappropriate behaviour are to be taken seriously.
- Provide the individuals with the opportunity to take responsibility for any harm/hurt/damage caused and show concern for the targeted pupils. Communicate and carry out sanctions in line with the School's Promoting and Sustaining Positive Behaviour Policy. These may include – a withdrawal of privileges, loss of rewards, e.g., Stickers, credits, suspension from school in extreme circumstances, referral to outside agencies were considered appropriate.
- All those with parental responsibility will be informed as appropriate.
- Pupils will be reassured, supported, helped to overcome any fear or anxiety.
- The situation will be monitored, and appropriate action will be agreed with all parties involved.

When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern, and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour. Any information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

8.2   Procedures for dealing with Incidences of Bullying (Staff)

- Talk to all those involved including any witness/es about reported incident/s individually.
- Remind all concerned that this behaviour is not acceptable in school. (Refer to Anti-Bullying Policy) and EA Procedure for dealing with disciplinary matters.
- Encourage mediation to attempt to resolve the problem.
- Depending on severity of the incident it may necessitate bringing it to the attention of the Board of Governors and the EA (Human Resources).
- Agree action – support for both parties to help them overcome their problem as both will probably feel aggrieved by this situation – time required to rebuild self-esteem, trust, etc.
- Keep in regular contact with both parties to ensure that progress is being made.

9.   Resources for the Prevention of Bullying

9.1   We encourage a 'whole school approach' in which pupils and staff work together to create a safe and supportive learning environment where everyone gets a clear message that bullying is wrong and will not be tolerated.
All school staff will be familiar with the Anti-Bullying Policy. Pupils will be encouraged to understand their roles in preventing bullying and being a 'good friend' using drama, role-play and stories. Pupils will be guided to understand their feelings and the feelings of others through a range of appropriate strategies e.g., circle time. Parents/Guardians will be made aware of the school's Anti-Bullying Policy. School will promote Anti Bullying Week and several events will be planned for our pupils which include #CHOOSEKINDNESS.

Useful websites:

www.childline.org.uk
www.niabf.org.uk
www.endbullying.org.uk
www.childnet.com
www.kidscape.org.uk
www.rainbow-project.org
www.barnardos.co.uk

Helpful online advice can be found at:

www.thinkyouknow.co.uk
www.getsafeonline.org
www.saferinternet.org.uk

MONITORING AND REVIEW

This policy will be monitored appropriately and reviewed for revision as necessary.

Signed: _(signature)_ (Chairperson of Board of Governors)

Signed: _(signature)_ (Principal)

Date: 18th May 2023

Version	Date	Revision Author	Summary of Changes
2	April 2023	Policy Subcommittee	Format to include vision and content page.

EXAMPLES OF BULLING INCLUDE:

Appendix 1

PHYSICAL BULLYING:	VERBAL BULLYING:
- Hitting, pushing, kicking, tripping, spitting, hair pulling, throwing things, interfering with another's property by stealing/hiding/damaging/intruding upon it. - Extortion/threating demands for money or other items. - Writing or drawing offensive notes/graffiti about another.	- 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, intimation, mocking, sarcasm.
EMOTIONAL BULLYING:	CYBER BULLING:
- Excluding/shunning others from group activity/social setting or play. - Belittling another's abilities or achievements. - Menacing looks/stares. - Rude signs or gestures.	- Misuse of emails, 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/provoke or humiliate another using perceived anonymity. - Unauthorised publication or manipulation of private information, impersonation.
RACIST BULLYING:	HOMOPHOBIC:
Name calling relating to race, colour, or religion.	Name calling related to gender or sexual orientation.

This list is not exhaustive and other behaviours which fit within the definition may be considered bullying behaviour.

Appendix 2

Kilronan School

Bullying Concern Assessment Form

PART 1   **Assessment of Concern Date_____(Complete all pages)**

Our School's Definition of Bullying is the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others. (NIABF)

Name(s) _____ Gender_____ DOB_____

Person(s) reporting concern _____

Name of targeted pupil(s) _____

Name of Pupil(s) involved _____

Does the behaviour involve? (Tick as appropriate)

- Individual to individual 1:1 ☐
- Individual to Group ☐
- Group to individual ☐
- Group to group ☐

Types 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).

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

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

- Disability (related to perceived or actual disability).

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

- Homophobic (related to perceived or actual sexual orientation).

- Racist (related to skin colour, culture, and religion) ❏ Sectarian (related to religious belief and/or political opinion).

- Other.

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☐

<u>Check records for previously recorded incidents.</u>

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by bullied pupil, witnesses (i.e., other pupils, staff) including date(s) of events, if known, SIMS record if applicable.

PART 2   Details of interventions to be implemented in response.

2.1   Pupil(s) who have been bullied:

Refer to Section 8 – Responding to a Bullying Concern outlines the

Action/Support to be Implemented.

2.2   Provide outline details of the level and type of intervention with:

- Peer group.

- Whole class.

- On-going support/monitoring to be provided (daily, weekly) by (named staff) and will be formally reviewed by (date).

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

- Referral to other agencies- If yes please specify,

Any other details (please specify).

Pupil(s) who have been displaying bullying behaviour – should refer to Section 8 Responding to Bullying Concern Outline Action/Support to be Implemented.

Provide outline details of the level and type of intervention with:

- Peer group.

- Whole class.

On-going support/monitoring to be provided (Daily, Weekly) by (named staff):

- Have Parent(s)/Guardian(s) been informed /involved? Yes / No (Give details).

- Referral to other agencies (please specify).

- Any other action (please specify).

- Suspension/Expulsion/Other (please specify).

PART 3   ON-GOING RECORD OF SUPPORT AND INTERVENTIONS.

<u>REFER TO SECTION 8 RESPONDING TO A BULLYING CONCERN</u>

Date:	Details of Intervention:	Action Required/Taken: (Dated and signed)

Name and designation of the teacher completing this form:

_____

Signed:_____

Date:_____

PART 4   STATUS OF CONCERN

This concern is now resolved: Yes ☐No ☐

Copied to_____

Filed (Interventions complete/issue resolved/record maintained).

When concern is not resolved:

- Further intervention/ Required.

- Review information and action to date.

- Refer to DT/DDTs/Principal.

- Re-assess Level of Interventions.

- Implement other strategies from appropriate level.

- Assign tasks, record, and monitor as in Part 2 & 3.

Name and designation of the teacher completing this form:

Signed:_____

Date:_____