

*St Joseph's Primary School
(Madden)*



Anti-Bullying Policy

Policy Review

Date Agreed: June 2018

Next Review Date: June 2021

Signed by Chair of Governors:

Date:

WHAT IS BULLYING?

Bullying is deliberately hurtful behaviour that is repeated over a period of time and from which it is difficult for those being bullied to defend themselves. It is a form of unacceptable behavior that involves an imbalance of power to intentionally harm, hurt or adversely affect the rights or needs of another. (Northern Ireland Anti-Bullying Forum)

Forms of Bullying

- There are many different ways that bullying behavior can be displayed. This could include:
 - Physical violence such as hitting, pushing or spitting at another pupil
 - Interfering with another pupil's property, by stealing, hiding or damaging it
 - Using offensive names when addressing another pupil,
 - Teasing or spreading rumours about another pupil or his/her family
 - Writing offensive notes or graffiti about another pupil
 - Excluding another pupil from a group activity
 - Ridiculing another pupil's appearance, way of speaking or personal mannerisms
 - **CYBER-BULLYING:** Misusing technology (internet or mobiles) to hurt or humiliate another person is fast becoming a growing problem in society, and one that we must take vigilance off in school. Much of this will invariably occur beyond the school day but it may eventually impact upon relationships in school as a consequence

RATIONALE AND PURPOSES

Bullying affects

- * The safety and happiness of the student.
- * The student's academic achievement.
- * Our reputation as a caring school.

If students observe bullying going unchallenged they may learn that it is a quick and easy way of getting what they want. Those students being bullied may feel that the school has condoned unacceptable behaviour and may feel let down by adults in authority.

Consequently all our staff are vigilant at all times to the possibility of bullying occurring, and will take steps to stop it happening, to protect and reassure the victim and to deal with the bully.

Our school will therefore strive to reduce bullying to a minimum and be able to deal with any instances of bullying -

- * Effectively.
- * Consistently.
- * Positively.

To do this all staff, teaching and non-teaching will agree on what bullying is, and follow the same procedures when bullying takes place and will also take an active role in the prevention of bullying.

SIGNS AND SYMPTOMS OF BULLYING

Parents should be aware that the following are possible signs of bullying. This may be where a child:

- is frightened of walking to or from school;
- is unwilling to go to school;
- begins to do poorly in school work;
- becomes withdrawn;
- regularly has books or clothes destroyed;
- stops eating;
- cries easily;

- becomes disruptive or aggressive;
- has possessions go 'missing';
- has dinner or other monies continually 'lost';

PROCEDURES

In the event of a bullying incident

Report bullying incidents to staff.

In all cases of bullying the incidents will be recorded by staff in the school 'Incident Book'.

Parents will be informed (in serious cases) and may be asked to come to the school to discuss the problem.

The bullying behaviour and threats of bullying must stop immediately.

If bullying persists the Board of Governors will be notified and other statutory agencies consulted if necessary.

PARTICIPATION AND CONSULTATION PROCESS

The whole school community shall be involved in addressing the bullying issue in our school through;

- Awareness raising programmes (Curriculum & parent information leaflets) Anti-bullying policy sent home.
- Survey/questionnaires distributed to pupils, parents and whole school staff
- Obtaining the views of elected student representatives eg School Council
- Obtaining the views of parents at information/parent evenings/surveys
- Monitoring, evaluation and review of Anti-Bullying Policy

RESPONSIBILITIES OF ALL STAKEHOLDERS

The Responsibilities of Staff

Our staff will

- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behavior 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 a teacher 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 and act to support and protect them
- Report suspected cases of bullying to Mrs Smith - Pastoral Care Teacher
- Record incidents and bullying in the school's 'Incident Report Book'
- Follow up any complaint by a parent about bullying promptly and fully on the action which has been taken
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures

The Responsibilities of Parents

We ask our parents to support their children and the school by

- Watching for signs of distress or unusual behavior in their child/ren which might be evidence of bullying
- Advising their child/ren to report any bullying to Mr Loughran (Principal), Mrs Smith (Pastoral Care Teacher) or to the 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 forms of bullying
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken
- Keep 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 pupils

We expect our pupils to

- 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

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

STUDENTS WHO OBSERVE BULLYING

The majority of students in the school may not be involved in bullying behaviour themselves, but they are likely to know that it is happening. They may even witness it take place. These bystanders may do nothing because they are afraid, uncomfortable or because they do not know what they should do. It is not the intention to encourage students to take on the role of vigilantes who 'stop bullying', but it is possible to motivate peer pressure so that students take an active stand against bullying behaviour. Students can be encouraged to be active bystanders by:

- Not allowing someone to be deliberately left out of a group.
- Not smiling or laughing when someone is being bullied.
- Telling a member of staff what is happening.
- Encouraging the bullied student to join in with their activities or groups.
- Telling the bullying student to stop what they are doing.
- Showing the bullying student that they disapprove of his or her actions.

Students can be shown how being passive about bullying behaviour can not only collude with it, but also sometimes encourages it. Role play helps students to rehearse more challenging strategies.

PROCEDURE IN THE EVENT OF A BULLYING INCIDENT

If bullying is reported, the incident will be dealt with immediately by the member of staff who has been approached.

Pupil to Class Teacher

A clear account of the incident will be recorded in the school's Incident Book.

Pastoral Care Teacher, Mrs. Smith

Mrs Smith will speak to the bully and child being bullied. Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with the school's Discipline Policy.

Principal notified, Mr. Loughran

The Principal will speak to both parties and if behaviour is repeated or continued parents will be informed. Statutory agencies may become involved as required.

PUPILS WHO HAVE BEEN BULLIED WILL BE SUPPORTED BY

An immediate opportunity to discuss the experience with a member of staff.

Reassuring the pupil.

Offering continuous support.

Restoring self-esteem and confidence.

PUPILS WHO HAVE BULLIED WILL BE HELPED BY

Discussing what happened

Discovering why the pupil became involved

Establishing the wrong doing and need to change

Informing parents or guardians to help change the attitude of the pupil when initial sanctions and consultations with Pastoral Care Teacher and Principal fail.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PDMU assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

SANCTIONS AND OUTCOMES

Sanctions will be used where bullying behaviour is clearly proven - a reprimand may be sufficient to deter a student from mild teasing but where the bullying is of a more serious nature, exclusions will be considered.

Parents/carers, both of the bully and the bullied will be involved if the bullying is considered serious.

Records of the bullying - and of the follow ups will be kept by the Pastoral Care teacher.

PREVENTATIVE MEASURES

- Promote School Ethos at all times "In Christ we Live, Love and Learn
- School rewards scheme
- Awareness of Rights and Responsibilities
- Recognise and Reward good behavior
- School Assemblies - addressing bullying and providing anti-bullying strategies
- Vigilant supervision - playground / general school environment
- Consultation with School Council
- Use of "Grow in Love" Programme
- Participation in the annual Health Promotion Week, with associated relevant learning activities
- Use of PDMU lessons / Circle Time
- Questionnaires - pupils, parents and teachers
- Good Parental Communication - Consultation / Questionnaire
- Use of Outside Agencies - NSPCC, Childline, PSNI, Behaviour Support Team
- Staff Training / Effective Communication
- Use of Creative Learning to enhance social and emotional skills
- 'Bubble Book'
- Regular class discussions and work using the Kidscape programme

PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING BEHAVIOUR

The following steps will be taken when dealing with incidents:

- Reports will always be taken seriously
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- Attempts will be made to resolve the situation quickly
- Steps shall be taken to ensure the child feels safe and secure
- Significant incidents will involve further investigation and recording
- A clear account shall be reported to Principal/Vice Principal/Class Teacher/Designated or Deputy Designated Teachers for Child Protection
- Significant or repeated incidents will require parents to be informed
- Disciplinary measures / sanctions, which are proportionate, will be explained and used
- Records will be kept of all reported incidents of bullying
- If necessary relevant professionals will be contacted eg EWO, Behaviour Management Team, Education Psychologist

Links with other School Policies

As Bullying can cross many social interactions within school, there are intrinsic links to other policies within the pastoral domain, namely:

Pastoral Care; Safeguarding Child Protection; Positive Behaviour / Discipline Policy; Acceptable Use of the Internet Policy.

REVIEW AND MONITORING

Implementation of this policy will be monitored by the principal and designated teacher for Pastoral Care. A report on implementation will be provided annually to the Board of Governors, within the overall report on pastoral care provision.

Kidscape Programme

	Primary 1	Primary 2	Primary 3	Primary 4
Feeling Happy Feeling Safe	<u>Feeling Happy/Feeling Safe</u> Mohamad, Emily, Jack, Sophia. Kidscape preschool DVD & discussion prompts. Mohamads Birthday Jack in the park	<u>Feeling Happy / Feeling Safe</u> Feeling Happy video Feeling safe video	<u>Kidscape Manual</u> 4.9 – 4.11 – getting lost Follow up activities 4.12 – making a 999 call	<u>Kidscape Manual</u> Revision of 999 call. Activities for older children. Story: Phone call 1/2. 5.37 -5.38-5.39-5.40-6.62 – Worksheet
Bullying	Friends Friday (Kidscape.co.uk) All different All equal Story of squeak & Jenny (Youtube)	<u>Kidscape Book</u> www.bbc.co.uk/educationalclips KS1 –PSHE & Citizenship Relationships/Bullying video	<u>Kidscape Manual</u> 4.20-4.25 : 4.26-4.28 Role Play 4.34 – Poem ‘I called her names’ 6.43 – 6.45 Circle Time “McGruff” anti bullying video	Story from Ginn 360: ‘Bullying / Calling Names’ Being Bullied Read along book – Smart Kidz club <u>Kidscape Manual</u> 4.29 – activities for poem. Mental Bullying 4.31 Story ‘Playground Bullying’ 5.3
Stranger Danger	Berenstain Bears Learn about strangers (Youtube)	Getting lost / saying NO videos	<u>Kidscape Manual</u> 4.41, 4.42, 4.43, 4.45 – Role play 5.9, 5.10 – Stranger in the car (Story) Youtube “Billy to the Bus”	<u>Kidscape Manual</u> Revision of ideas 4.36 – 4.37 Role play ‘The Stranger’ 5.33. Quiz: 6.14
Touches / Secrets	Children at park (kidscape.co.uk) Sophia’s mums’ advise (youtube)	Touching video	<u>Feeling Happy / Feeling Safe</u> Book – page 26-31 Follow up – P.C. Resources – Kidscape Manual -6.53, 6.56	<u>Kidscape Manual</u> Revision Key ideas 4.46, 4.47. Quiz: 6.19 – 21 + follow up discussion Worksheet 6.64.

Kidscape Programme

	Primary 5	Primary 6	Primary 7
Feeling Happy Feeling Safe	<u>Kidscape Manual</u> Safety quiz 6.14, 6.15 4.9 – 4.11 Follow up 4.12 Getting lost Huge bag of worries Feelings Cards / Walk Tall Programme / I have feelings Walk Tall Together Feelings What would you do - cards	<u>Kidscape Manual</u> 6.22, 6.23, 6.24, 6.25 – Keeping safe. National curriculum blueprints Health Education KS2 P48-50	<u>Kidscape Manual</u> Kidscape – keepsafe code – pupils develop their own code. 4.64, 4.65 Moving up moving on resources PDMU booklet – What is a friend Friendship wheel Decision wheel
Bullying	‘Beating the Bullies – The Willow Street Kids’. Role play – 4.27. Follow up activities – 4.28	‘What do we think about Bullying’ poem – Truth Role play Video – sticks and stones 6.6. Follow up activities – 4.28.	PDMU – Bullying YES or NO What can you do + signs of bullying Don’t Bully me resource Pdf and you can beat bullying pdf
Stranger Danger	<u>Kidscape Manual</u> 4.40, 4.41, 4.42 – Role play 4.44 – Role-play followed by activity 4.45. List 10 ways to stay safe What would you do? Critical thinking cards	<u>Kidscape Manual</u> 4.40, 4.41, 4.42 role play 4.44 Role play follow-up activity Stranger Danger – Free for kids resources	<u>The Willow Street Kids</u> Talking to strangers Dealing with Strangers 6.12 Stranger / Danger
Touches / Secrets	<u>Kidscape Manual</u> Good and Bad Secrets 6.64 Touches – 6.19 – 6.21	<u>Kidscape Manual</u> 6.16 Secrets Touches quiz 6.19, 6.20, 6.21, 5.11, 5.12, 5.13, 5.14, 5.15	<u>Kidscape Manual</u> Role play 5A The older relative 4.5, 4.51 Love for life programme