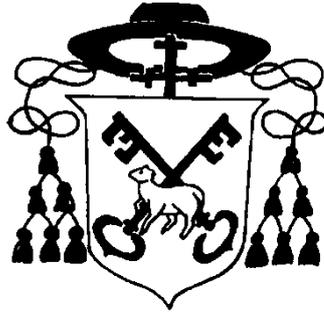


St. Peter's Primary School



School Policy Document

Anti - Bullying

INTRODUCTION AND RATIONALE

The staff and governors of St. Peter's Primary School are committed to creating and maintaining a safe and secure environment for all our children. Bullying is an unacceptable form of behaviour which can cause profound emotional and physical harm. St Peter's actively promotes positive interpersonal relationships between all members of the school community.

Our school community shares in the responsibility of promoting an anti-bullying culture and in dealing effectively with bullying behaviour when it does occur. The incidence of bullying behaviour will be much less likely where all members of the school community, teachers, children, parents and ancillary staff co-operate in creating an environment in which all forms of bullying behaviour are rejected.

This policy is closely linked with the school's policies on Pastoral Care, Child Protection, Positive Behaviour, Special Needs, Safe Handling and Acceptable Use of the Internet.

POLICY AIM

The primary aim of this policy is to a) protect the victim and b) change the behaviour of the bully. Bullying behaviour will be dealt with using positive behaviour management to promote an ethos of harmony and mutual respect as reflected in our commitment to Catholic values.

Aims and Objectives in relation to bullying behaviour will focus on:

- the promotion of a whole-school approach to raising awareness of the dangers of bullying
- the right of children to learn free from intimidation or fear
- the development and implementation of strategies which are strongly preventative in nature, in addressing the issue of bullying
- the needs of the victim as being paramount
- defining the procedures to be followed by teaching staff, ancillary staff, children and parents, in relation to an incident of bullying
- Reporting and investigating incidents.

DEFINITION

Bullying includes the repeated use of –

- (a) any verbal, written or electronic communication,
- (b) any other act, or
- (c) any combination of those,

by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils

<p style="text-align: center;">PHYSICAL BULLYING</p> <p>e.g. 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 or other items - writing or drawing offensive notes / graffiti about another</p>	<p style="text-align: center;">VERBAL BULLYING</p> <p>e.g. 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</p>
<p style="text-align: center;">EMOTIONAL BULLYING</p> <p>e.g. excluding/shunning others from group activity/social setting or play; - belittling another's abilities or achievements; - menacing looks/stares; - rude signs or gestures</p>	<p style="text-align: center;">CYBER BULLYING</p> <p>e.g. 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 manipulation of private information; impersonation</p>

These categories may be inter-related

Signs of stress in pupils which may indicate Bullying

- Child's unwillingness to attend school / lateness /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 / forgetfulness / distractibility.
- 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.

(N.B. whilst these behaviours may be symptomatic of other problems – bullying may be one reason)

Special Educational Needs

All staff are aware that some learners with special educational needs may not recognise bullying behaviour or be able to identify the child who is using the bullying behaviour. This may include children with sensory impairment and children with social and behavioural difficulties. Some of these children will require specific communication support to state how they are feeling. A range of tools are used to counter prejudice and foster a positive ethos. These include:

- Posters
- Drama / role play activities
- On line activities
- Support buddies
- A quiet place to talk
- Assemblies with a focus on different needs
- All staff visible and available outside of classroom

PROCEDURES FOR DEALING WITH BULLYING

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 dealing with bullying behaviour the school will aim to:

1. Stop the bullying behaviour.
2. Protect and support the bullied pupil.
3. Change the attitude and behaviour of the bully.

In St. Peter’s Primary School if any type of bullying is reported, the following strategies will be implemented by staff;

PREVENTATIVE MEASURES

Preventative strategies have a high priority in minimising bullying. The theme of bullying will be specifically addressed across a number of subject areas;

- in Religious Education through Grow in Love / Alive-O and assemblies dealing with respect for others and Catholic / Christian values
- in Literacy through the use of stories, plays and poems
- in Drama through the use of role play
- in Art through reflective illustrations
- in PDMU including the use of the Living Learning Together Programme
- Circle Time will be used in classes to enhance and encourage co-operation among children and to provide a safe and secure atmosphere in which children can raise issues of concern
- Through the ‘hidden curriculum’ – through our everyday interactions with colleagues, children and parents.
- Outside agencies, School Council, Parental Links, Newsletters, Website, Counselling Provision

INDIVIDUAL RESPONSIBILITIES

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy of St. Peter's Primary School. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

Staff should:

- Provide a safe, secure and caring environment.
- Promote and sustain good behaviour.
- Listen to all reports of bullying.
- Address each situation in line with procedures, remain neutral, identify those involved, work on finding a solution to disagreement, agree action,
- Inform SMT, Vice – Principal, Principal.
- Ensure Incidents are recorded
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents.
- Follow up meeting / discussion to ascertain if solution has been effective or not
- Follow sanctions / measures which are set out in Positive Behaviour Policy

Pupils should:

- Report all incidents of bullying (if a child is being bullied or if another pupil is being bullied – TELL SOMEONE)
- Follow the school's code of conduct.
- Avoid inappropriate behaviour which might be considered as bullying.
- Be respectful and supportive to others.

Parents should:

- Work in partnership with the school.
- Advise their children to report any concerns to a member of staff.
- Discourage behaviours which might be considered as bullying.
- Stress to their children that retaliation is not helpful.
- Contact the School Secretary to arrange an appointment with the child's class teacher to discuss concerns.
- Co-operate with the school, if their child/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.
- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

Date of implementation: October 2017

Review: 2019

Report on Incident of Alleged Bullying

Child's Name **Date**.....

Class **Teacher**.....

Teacher/Support Staff reporting the incident

Where did the incident occur?

Behaviour displayed: Bullying Being bullied

Physical bullying

Verbal bullying

Emotional/social bullying

Hitting, punching

Teasing/name calling

Leaving people out

Pinching, scratching

Making offensive remarks

Spreading rumours

Kicking, pushing tripping

Making discriminatory remarks

Excluding someone

Spitting

Insulting someone

Ignoring someone

Damaging/stealing property

Threatening someone

Making fun of someone

Throwing objects at someone

Repeated teasing

Stopping people from befriending someone

Hiding/taking belongings

Intimidating someone

Other

Other

Other

Comments: _____

Actions taken after the incident:

Parents informed: Yes No Date: _____

Follow up: Date: _____

Parent's signature _____ **Teacher signature** .