

# Central Integrated Primary School



## Anti-Bullying Policy

Agree Date	Review Date	Person Responsible
June 2021	June 2023	SLT/All staff

Central Integrated Primary School is committed to providing a safe, positive, valuing and inclusive environment for all members of the school community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this. All members of our school community have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

We believe that all members of the school community are to be valued for their contribution and that each individual should show respect for others and themselves. An anti-bullying climate will be created through openness and consultation, where the views of all members of the school community are encouraged and considered. This school is completely opposed to any form of bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by.

The following sets out our ethos and principles that underpin our school:

- We are committed to a society where children and young people can live free and safe from bullying.
- We believe in a society where bullying is unacceptable and where every child and young person is safe and feels safe from bullying.
- We believe that every child and young person should be celebrated in their diversity.
- We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- We value the views and contributions of children and young people, we will actively seek these views and we will respect and take them into account.
- We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

### What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 provides a legal definition of “bullying”:

1.— (1) In this Act “bullying” includes (but is not limited to) 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.

(2) For the purposes of subsection (1), “act” includes omission.

Central Integrated Primary School believes:

Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.

- It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person’s freedom and rights.
- Bullying is an abuse of power where the person/s being bullied find it difficult to reject or deal with the offending behaviour, or those involved in the bullying behaviour have power over the victim/s. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/stronger/older, have more friends, are more established in the school or care less about the consequences of their actions.
- Bullying may be perpetrated by individuals or by groups.
- Individual incidents of bullying are also important and should be recognised and dealt with as such.
- Bullying thrives on secrecy, the reluctance of the target to talk about it, and the reluctance of responsible adults to acknowledge its existence.

We also believe that whilst bullying is usually repeated behaviour, there are instances of one-off incidents that we as a school will consider as bullying.

When assessing a one-off incident, to make a decision on whether to classify it as bullying, our school shall 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 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 Positive Behaviour Policy.

### Types of Bullying:

- Physical: Includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons.
- Verbal: Includes name calling, insults, jokes, threats and spreading rumours.
- Indirect: Includes isolation, refusal to work with talk/talk to/play with/help others

### Forms of Bullying:

Bullying can take a number of forms including:

Disability: Like other types of bullying, disability bullying can take many different forms and happen online, via phone or in the physical world. Examples of disability bullying can include:

- Being called mean names linked to a disability/additional need
- Being left out because of their perceived or actual disability/additional need
- Being spat at or kicked because of their perceived or actual disability/additional need

Cyber: Cyber bullying is bullying behaviour that is displayed through mobile phones or the internet. This could include:

- Hurtful, embarrassing or threatening material posted online (eg. on social network websites)
- Nasty messages sent as texts, emails or other websites or apps
- Being excluded from an online game
- Fake profiles on a social network to make fun of others

Homophobic: Like other types of bullying, homophobic bullying can take many different forms and can happen online, via phone or in the physical world.

Examples of homophobic bullying can include:

- Calling someone names, teasing or humiliating them using homophobic language
- Hitting, kicking, punching or physically hurting someone
- Mocking or imitating someone's voice, mannerisms, etc.
- Refusing to work or cooperate with someone because of their real or perceived sexual orientation
- Vandalism of property, offensive graffiti or displaying symbols
- Outing someone (telling their family and/or friends they are lesbian, gay or bisexual, whether they are or not) or spreading rumours about their sexual orientation
- Inappropriate sexual comments or gestures

Racist: Racist bullying occurs when a child or young person experiences repeated hostile or offensive behaviour against them based on:

- The colour of their skin
- Their cultural and religious background or traditions
- Their ethnicity or perceived ethnicity

Sectarian: Like other types of bullying, sectarian bullying can take many different forms and happen online, via phone or in the physical world. Examples of sectarian bullying can include:

- Calling someone names, teasing or humiliating them using sectarian language
- Hitting, kicking, punching or physically hurting someone
- Making fun of someone's traditions associated with one culture (eg. GAA sports, Orange Order parades, etc.)
- Refusing to work or cooperate with someone because of their real or perceived religious or cultural background
- Vandalism of property, offensive graffiti or displaying symbols purposefully to make someone feel unwelcome

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

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 child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child describing the situation surrounding that child, for example:

- A child displaying bullying behaviours
- A child experiencing bullying behaviours

Harm can be defined as:

- **Emotional or psychological harm** – distress or anxiety intentionally caused by scaring, humiliating or **affecting a student's self-esteem**.
- **Physical harm** – intentionally hurting a student causing injuries such as bruises, broken bones, burns or cuts.

Intentional indicates that the behaviour was a deliberate attempt to harm another young person as detailed above.

## Roles and Responsibilities

It is the duty of the Principal in conjunction with the Designated Teacher for Child Protection that this Anti-Bullying Policy is brought to the attention of all staff and is operational throughout the school.

### The Responsibilities of Staff

Our staff will:

- Behave in a professional manner at all times;
- Foster in our pupils self-confidence, self-esteem, self-respect and respect for others;
- Demonstrate by example the high standards of personal and social behaviour that 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 an adult 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, record, and act to support and protect them;
- Talk with the child accused of bullying to determine nature of bullying;
- Report suspected cases of bullying to the Principal or our Designated Teacher for Child Protection;
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken; where a complaint is made in writing, the school should always respond in writing, even if this is to state matters are being dealt with;
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

### The Responsibilities Of Pupils

We expect our pupils to:

- Follow school rules of behaviour;
- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity;
- Respect the views, rights and property of others, and behave safely in and out of class;
- Conform to the conventions of good behavior and abide by school rules;
- 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;
- Help create a climate where bullying is not accepted;
- Value and respect others;
- Help others achieve;
- Keep others safe;

- Adhere to the agreed Code of Conduct.

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.

### The Responsibilities of Parents

We ask 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;
- Advising their children to report any bullying to their 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 form of bullying;
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keeping 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.
- Being aware of the school rules and procedures, and encourage their child to abide by them.

### Preventative Measures

- Raising awareness and understanding of the positive behaviour expectations, as set out in the 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 (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.
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g. Safer Internet Day
- Development of peer-led systems (e.g. School Council and our Anti-Bullying Ambassadors) 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,) and provision of a variety of play option to meet the needs of all pupils – Playground Buddies
- 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.

### Reactive Strategies

- “No Blame” Approach
- Time spent talking with bullied and bullying pupils
- Sanctions that are agreed and proportionate

All incidents of bullying must be reported to the Principal or Designated teacher and all such reports will be taken seriously. The school recognises that speed of response is important and wherever possible incidents will be resolved quickly. However, significant incidents will involve investigation and time may be required to reach a resolution. At all times during this, the school will take steps to ensure the safety of the pupil who feels bullied.

Bullied pupils will be reassured that they are not in any way to blame (unless there is good reason to think otherwise). Support and protection will be given.

A child who has been involved in bullying behaviour will be expected to take responsibility for their actions. The reasons for their behaviour will be explored and they will be expected to improve and change. They will be encouraged to think and talk about the implications of their behaviour for the pupil who was their target. Discussion should also involve the pupils’ parents to identify any relevant background information and to secure their support. The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all. Incidents will be resolved in age-appropriate ways and any sanctions will be in line with the school’s Positive Behaviour Policy.

### Resources and Training

The Principal, in conjunction with the Designated teacher, will ensure that all staff are familiar with this policy and that any training of staff is arranged and updated as necessary. Any material resources required by staff will be budgeted for.

## Monitoring and Evaluating

Monitoring and evaluating the effectiveness of the Anti-Bullying policy is the responsibility of the Designated Teacher in conjunction with the Principal. This policy will be reviewed bi-annually. It will be reviewed by the Principal with the whole staff and as we value the input of the whole community, parents/carers and pupils will be surveyed to gauge opinions on the effectiveness of the policy. The reviewed draft policy will be brought to the Board of Governors for approval.

### **How does the school work to prevent pupils becoming targets for bullies?**

In our daily contacts with pupils all staff will work at developing skills in pupils focusing particularly on self-confidence, self-esteem and resilience.

“Every teacher needs to focus on fostering self-confidence and self-esteem: in every pupil, in every lesson, every day.”

Promoting Positive Behaviour, (DENI), 2001

## Procedures for dealing with incidents of Bullying

### Restorative Measures

To ensure that pupils who are exhibiting bullying behaviours are dealt with appropriately it is necessary to work with these pupils to try to help them change their unacceptable behaviour. An appropriate adult should speak calmly with the child and use the five self-reflective restorative questions listed below:

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

## Procedure

The school's response to any suspected or reported bullying will include:

### **1. Building a Picture**

We will:

- establish the location, time and date of the incident;
- establish the type of bullying and the sequence of events; and
- identify those involved.

### **2. Dealing with the Bully**

We will:

- react promptly and fairly;
- take action to modify the bully's behaviour;
- take action that clearly demonstrates bullying is unacceptable;
- record all incidents of bullying and the measures taken; and
- monitor the progress made by the bully.

### **3. Applying Sanctions**

Graded sanctions will be applied progressively according to the seriousness and persistence of the bullying.

- discussion with the pupils involved - an apology may suffice;
- discussion with the bully's parents;
- withdrawal of privileges such as playtime, jobs, after-school activities; etc;
- exclusion from school at lunchtime;
- temporary suspension; and
- expulsion.

### **4. Supporting the Victim**

Victims must never suffer in silence. They are encouraged to talk to someone they can trust and write down what actually happened.

We will:

- investigate any incident;
- take the problem seriously;
- interview the bully and the victim separately;
- obtain an apology from the bully;
- decide on appropriate action;
- keep a record of the incident, the action taken and interviews;
- contact the bully's parents in all but superficial incidents;
- keep staff aware of proceedings;

- monitor the effectiveness of action taken; and
- hold follow-up meetings with the victim's family to discuss progress.

### Record Keeping

In accordance with the Addressing Bullying in Schools Act (2016), Central Integrated Primary School will record incidents of bullying and alleged bullying behaviours including the motivation, method, how each incident was addressed and the outcomes. This information will be recorded on the Bullying Concern Assessment Form (BCAF).

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

### Links with other policies:

- Safeguarding/Child Protection Policy
- Pastoral Care Policy
- ICT and E-Safety Policy
- E-Safety Policy & Acceptable Use of Internet Policy
- Special Educational Needs Policy
- Staff Code of Conduct

BULLYING CONCERN ASSESSMENT FORM



	Name(s)	Gender	DOB & Year Group
Person(s) reporting concern		M/F	
Name of targeted pupil(s)			
Name of pupil(s) involved			
Does the behaviour involve? (circle) <ul style="list-style-type: none"> <li>• Individual to individual 1:1</li> <li>• Individual to group</li> <li>• Group to individual</li> <li>• Group to Group</li> </ul>			
Type of incident and Theme (circle)			
Physical Bullying Racist		Disability	
Verbal Bullying Sectarian		Cyber	
Indirect Bullying Other _____		Homophobic	
Is there a persistence/recurrence of this behaviour?		YES/NO	
Is it targeted behaviour?		YES/NO	
Is there a power balance?		YES/NO	
Is it intentionally hurtful behaviour?		YES/NO	
Does the incident meet the school's agreed definition of bullying? YES/NO			

Outline of incidents: Attach all written accounts/drawings of incident completed by bullied pupil including dates of events.

