

# Glenann Primary School



## Anti-Bullying Policy

Modified August 2024

## **SCHOOL MISSION STATEMENT**

*'Glenann PS is a Catholic maintained, co-educational, primary school and as such it is our policy to create an atmosphere in which our pupils will be helped to live and experience values conducive to their spiritual, academic, emotional, cultural and physical growth.'*

These values underpin and shape all our school policies.

## **AIMS AND OBJECTIVES OF OUR ANTI-BULLYING POLICY**

- We believe that all children have the right to learn and play in a safe environment, talk about their worries feeling confident that an adult will listen and offer help.
- 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 victims of bullying will be paramount, and the school will take all reasonable measures to ensure that the situation is resolved and will not reoccur.
- 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 and safeguarding 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 in which the school outlines the types of behaviour which are considered appropriate and inappropriate. The positive behaviour policy outlines the rewards which will be used to promote good behaviour together with the sanctions which will be used as part of the disciplinary process.

The anti-bullying policy also links with the E-Safety policy.

## AGREED DEFINITION OF BULLYING BEHAVIOUR

*The Addressing Bullying in Schools Act (Northern Ireland) 2016*

### **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.

Following consultation with staff and governors the following definition of bullying behaviour 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. Examples of bullying behaviour include: -***

### **Behaviour:**

#### **Gestures:**

signs, fists, looks that convey threatening measures and may take place in the classroom

#### **Extortion:**

of money, belongings, demanding payment repeatedly

#### **Physical:**

pushing, shoving, nipping, hitting, tripping, and kicking

#### **Verbal:**

here the voice is used as a weapon – name-calling, teasing, spreading rumours

#### **Emotional:**

here the bully uses aggressive body language or behaviours, in some cases personal property is involved – excluding from play, threatening, pulling faces, damaged belongings.

#### **Cyber:**

using mobile phones/text messages, chat rooms, etc

## **PREVENTIVE STRATEGIES**

We believe that the implementation of preventive measures will help to 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. We will promote and reward positive behaviour through measures such as awards for caring and friendliness.

### **Seriousness of Bullying:**

When a child is bullied, he/she experiences pain, hurt and upset. Adults sometimes fail to recognise the extent of the torment felt by the victim, and dismiss name-calling, exclusion or teasing as unimportant. In Glenann we intend to create an environment in which each child feels safe, is safe, and is able to approach a member of the teaching staff if he/she has a problem of any kind.

We, as caring teachers, intend to offer concrete help, advice, support and feedback to both victims, bullies and their families, who are often highly emotional and vulnerable at this time.

### **Curriculum:**

We will provide personal safety teaching from P1 – P7 through PDMU and explicit teaching. This will help children to develop a range of skills including assertiveness and communication skills.

Resources include PDMU- Living, Learning Together resource, social stories, NSPCC workshops in KS2, Circle Time and elements of the Grow in Love Programme

## **AGREED CODE FOR CONDUCT FOR THE SCHOOL COMMUNITY**

**Children:** Children have an entitlement to be educated in an environment, which is safe, caring and respectful of their individual needs. Children have a responsibility to treat all other children, 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:** 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.

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

When a bullying incident is reported, the information will be passed on to the following people:

- The teacher of any child involved
- The principal & designated teacher for child protection – Mr Shivers
- and other appropriate members of staff *e.g. playground supervisors and classroom assistants* will be made aware of the need to observe behaviours.

It is essential that **non-teaching staff** know:

- What is classed as bullying behaviour
- What to do if they witness a bullying incident *i.e. intervene at once and inform the class teacher*
- What to do if a child tells them that he/she is being bullied *i.e. inform the class teacher who will then make a note of and investigate the incident.*
- What to do if a parent approaches them about bullying *i.e. refer them to the class teacher or principal.*

With the parents of victims, discussion of the incidents and ways of dealing with the bullying will be helpful and supportive. With the parents of the bully, it is important to try to establish a clear picture of events and to stress the unacceptability of the behaviour. The teacher must make it clear that it is the behaviour, that is being condemned, not the child. As with the victim's family, the teacher will try to work out with their co-operation, a plan of action, a way forward for the child in question.

We, as teachers in Glenann, must show potential bullies the wrongness of their actions, and encourage them towards positive behaviour. We must promote self-esteem in every child and reward him/her for positive actions.

One way in which we can do this is to encourage children in both key stages to think of positive ways to make our classrooms and our school a happier place. This will involve the formation of classroom rules for each class, rules which show us positive ways to feel "good" about ourselves and others.

Pupils in **Key Stage 2** can also be encouraged to recognise and write about each other's rights: e.g.

- To be physically safe
- To have their own possessions. However, realising that it may not always be appropriate to bring expensive toys and personal possessions to school.
- To be free of insult and teasing.
- To be able to associate with others for friendship.

## **Department of Education: Dealing with a Bullying Concern Guidance (2022)**

<https://www.education-ni.gov.uk/publications/effective-responses-bullying-behaviour-january-2022>

When an alleged bullying concern has occurred, staff will:

- 1.** Clarify facts and perceptions. This should not be framed as an investigation; the focus is not on gathering evidence or building a case to prove guilt. Rather, we must seek to understand the situation, to allow us to implement effectively appropriate interventions to stop any further reoccurrences.
- 2.** Assess if the behaviour meets the legal definition of bullying. Where the behaviour is assessed not to be bullying behaviour, the situation still must be addressed.
- 3.** Check records e.g. on SIMS for history of relationships and information on any previous incidents.
- 4.** Assess the situation, the severity of the incidents and the impact on those involved.
- 5.** Identify any themes or motivating factors for example Disablist Bullying, Cyber-bullying, Bullying involving Children Looked After (CLA), Bullying involving LGBTQI+ Children and Young People, etc. ([www.endbullying.org.uk](http://www.endbullying.org.uk)).
- 6.** Identify the method of bullying behaviour being displayed.
- 7.** Complete the relevant sections of the Bullying Concern Assessment Form (BCAF), which may be used in conjunction with the SIMS Behaviour Management Module.
- 8.** Consider the possible need for involvement of others, e.g. parental involvement, Learning Support Coordinator (LSCO) involvement, external agency support e.g. Behaviour Support & Provisions (BS&P), Autism Advisory and Intervention Service (AAIS), the Child Protection Support Service for Schools (CPSS) Child Protection Support Service (CPSS) | Education Authority Northern Ireland .
- 9.** Consider the need for a Risk Assessment and Risk Reduction Action Plan (RRAP) link RRAP 18.2.19.pdf ([eani.org.uk](http://eani.org.uk))
- 10.** Determine the appropriate level of response required to manage the situation effectively.
- 11.** Select one or more interventions from the appropriate tables (see pgs. 28-38)  
Discuss and agree these with both pupils first, then implement them fully

12. Track and monitor the effectiveness of the interventions agreed for both the target and the pupil displaying bullying behaviour in Parts 3a and 3b of the BCAF through e.g. the Behaviour Management Module in SIMS.
13. Review and record intervention outcomes in Part 4 of the BCAF.
14. Select and implement further interventions as necessary and continue to keep outcomes under review until a satisfactory result has been achieved for both parties.
15. Keep and retain an evidence file as a record of the support provided and outcomes achieved for both the targeted and pupil displaying bullying behaviour.
16. Advise parents and carers of the school's stepped Complaints Procedure should either party feel the school has failed to follow their Anti-Bullying Policy and wishes to take the matter further.

**Overview:**

Implementing the above process with both sets of parents/carers /pupils will provide opportunities for self-reflection, development and learning for all parties concerned, resulting in the effective management of bullying incidents. This reflection should inform and guide the ongoing review and development of the school's anti-bullying policy, procedures and practice.

Each case of bullying will be dealt with individually and follow-up action will be tailored to meet the individual needs of the children concerned. We must ensure that the education of the child takes place in a caring protective atmosphere. In order to do this, we must foster an ethos in which we welcome a child speaking up if he/she is worried about something. Since children may well not disclose such information to a teacher, it is vital that other members of the school community know what to do if they are told about bullying incidents.

Much bullying takes place away from the classroom *e.g. in the playground, toilets and corridors*, and so non-teaching staff such as playground supervisors and classroom assistants should be involved in the schools' anti-bullying policy. This will ensure a consistent response to bullying, regardless of where it takes place. It also enhances the sense of school as a community, working for a common purpose. One goal, therefore, is to keep a minimum the chances of an incident taking place. Teachers will work with and encourage non-teaching staff to observe pupils' behaviour in the playground *e.g. discovering if some children are isolated, excluded or friendless, finding out if rough-and-tumble or toy-fighting is a cover for bullying in its physical form.*

### **Extreme Behaviour Problems**

This policy highlights the importance of creating a secure, caring climate in school and of promoting sound relationships, based on respect and positive attitudes to learning. A range of strategies and procedures are suggested for improving behaviour and attempting to deal with undesirable behaviour within the school and classroom context.

However, despite the most skilled interventions by teachers, there are some occasions when the behaviour by its seriousness, and often by its frequency has to warrant more radical approaches, including extreme measures such as suspension and expulsion. To do otherwise would jeopardise the safety and education of the remaining pupils in the class. Such measures would be exceptional and would only be instituted when all other strategies, aimed at retaining and educating the disruptive pupil within the normal class context have persistently failed.

### **Involvement of Other Agencies in Provision of Support**

When necessary, the school will draw on support from a range of outside agencies including Education Welfare Officer, Outreach Behaviour Support and the Educational Psychology Service. In most instances, the school will seek to deal with the situation from within its own resources.

## **MONITORING AND REVIEW OF THE ANTI-BULLYING POLICY**

The Principal and designated teacher for child protection will monitor implementation of this policy. A verbal report on implementation will be provided to the Board of Governors, within the overall report on pastoral care provision.

The policy and procedures are kept under review and updated in consultation with governors, staff, parents and children in line with best practice as disseminated by the EA and the DHSS.

**Updated:** August 2024

**To be reviewed:** August 2025

**Principal & Designated Teacher for Safeguarding & Child Protection:**

*P. Shivers*

**Deputy Designated Teacher for Safeguarding & Child Protection:**

*F. Bailey*