

# ANTI-BULLYING POLICY

## Introduction

This Policy has been developed through a process of consultation with pupils and parents consistent with 2003 legislative requirements.

We in St. Derrylatinee St Francis Primary School are committed to the provision of a happy and secure environment for every child. We believe in the dignity and worth of each individual pupil. We believe that all our pupils should feel safe, confident and secure in their own personal worth as a member of our school community.

Accordingly, we are proactive in working to create a school environment within which positive relationships are fostered, by consulting, discussing and agreeing with members of our school community how we will promote the development of rights respecting relationships.

We promote those values which will make our pupils caring, responsible citizens. These values are enshrined in our School Rules and our are our Positive behaviour expectations.

## Principles and values

Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear. The welfare and well-being needs of all children are paramount and pupils' needs, whether pupils displaying bullying behaviour or targeted pupil are our priority. Pupils needs have to be separated from their behaviour. In our school we do not want to label pupils unfairly so we use the term '*child who has been bullied*', or '*target of bullying*' instead of victim. Also instead of describing any pupil as '*a bully*', we will use the term '*child who is displaying bullying behaviour*'. In this way we are separating the pupil from their unacceptable behaviour, emphasising that this pupil's unacceptable, inappropriate and unkind behaviour can change.

When bullying concerns are identified our school will work in a 'Restorative' and 'Solution Focused' way, to achieve the necessary changes in behaviour and to restore relationships between the pupils involved, consistent with the NI Anti Bullying Forum document.

Pupils who are targeted will be listened to, supported and strengthened. Pupils who engage in bullying behaviour will be listened to and supported to accept responsibility and change their behaviour. Interventions will be implemented to meet the needs of all pupils involved.

Staff will receive awareness-raising training regarding bullying prevention, including implementing effective and appropriate strategies for intervention.

Parents are made aware in our schools 'Child Protection' and 'Complaints' policies of how to report any concern or complaint they may have in relation to their child's safety or well-being. Information sent out annually and posters displayed in the school remind pupils that we are 'a listening school' and that they should tell a member of staff if they have any worries or fears.

Through consultation processes on and sharing of the Anti-bullying policy/pastoral care policies, parent workshops (eg. on-line safety) and school displays, parents are made aware of our school's aim and practice to prevent bullying behaviour occurring and of our policy and our practice when responding restoratively to any bullying concerns which may arise. Pupils are also made aware of the school's approach to anti-bullying (preventative strategies/measures as well as restorative approaches used to bullying concerns raised)

through the general school curriculum, PDMU lessons, Circle-time, workshops (eg. Stay Safe (NSPCC), and 'Anti-bullying Week'. The school obtains the consent of pupils and parents when implementing interventions.

## **The process of Participation and Consultation**

A questionnaire is sent out to all stake holders every three years. Responses are collated, analysed and evaluated by school staff in consultation with the Board of Governors. The school uses a self-evaluation proforma which informs the School Development Plan, Pastoral Care Action Plan and the Policy Review. We also operate an open door where pupils, parents and staff have on-going opportunities to approach the school with any concerns that they might have regarding bullying.

## **Consultation**

The 2003 Statutory Requirements (Education & Libraries NI Order) require schools to "encourage **good behaviour and respect for others**" and in particular **prevent** all forms of bullying.

This legislation also requires The Board of Governors and Principal to consult with pupils, parents and staff regarding positive behaviour and bullying prevention measures which must be in place.

We in Derrylatinee PS have met this requirement in the following ways;

- Survey/questionnaires distributed to all pupils, parents and whole school staff – bi-annually (2014/2015 academic year).
- Discussions at parent-teacher meetings.
- Awareness raising with parents eg information workshops (eg. online safety), P1 parent induction information booklet, newsletters, parent open door policy.
- Class based PDMU workshops to negotiate and agree a Code of Conduct for Positive behaviours within the class group based on the Golden Rules.
- Awareness-raising programmes through the curriculum eg RE/PDMU programme, Circle-time, pupil workshops (eg. Stay Safe (NSPCC), the Radar programme) and and involvement in the NIABF Anti-bullying Week annual events.
- Obtaining the views of elected pupil representatives e.g. class council/ school council.
- Peer Mediators, Talking Partners, Listening/Worry Monsters

## **Links with other School Policies**

Pupil welfare embraces all aspects of pastoral care. Our duty to safeguard and promote the welfare of pupils is addressed through school policies, such as; Positive Behaviour, Pastoral Care, Child Protection and Acceptable Use of the Internet.

Within the Positive Behaviour Policy the school outlines the types of behaviour which are considered appropriate and inappropriate, together with the response and 'measures' which the school uses to promote positive behaviour and to address and change inappropriate behaviour. In this way we are actively preventing bullying behaviour occurring.

This policy links with the Child Protection Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies. Very rarely, in extreme situations bullying behaviour and its impact on pupils may cause such 'significant harm' that a referral to the Social Services Trust Safeguarding Team is necessary and this will be progressed following the normal Child Protection procedures.

## Definition of Bullying

As a school community we have sought to understand what bullying is and the different forms it can take as the starting point for tackling bullying effectively. We understand that not all unacceptable, unkind, hurtful behaviour is bullying behaviour. Following consultation with teachers, pupils and ancillary staff, the following definition of bullying behaviour has been agreed in our school:

*Bullying Behaviour is unacceptable, unkind behaviour, which is recurrent or persistent in which a more powerful pupil, or group, deliberately 'target' a more vulnerable pupil.*

The NI Anti Bullying Forum defines bullying as:

"The repeated use of power by one or more people intentionally to harm, hurt or adversely affect the rights and needs of another or others" (2005). Bullying behaviour is defined as "Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself." DE Definition - *'Pastoral Care in Schools: Promoting Positive Behaviour'* (2001).

The term 'Bullying Behaviour' refers to those situations in which a range of harmful behaviours, physical and psychological occur with the additional following four features presenting:

- The hurtful behaviour is repetitive and persistent.
- It is intentionally harmful behaviour which is 'targeted' at an individual.
- It involves an imbalance of power, leaving 'the targeted pupil' feeling helpless to prevent it or put a stop to it.
- It causes distress.

Examples of bullying behaviour include:

- Physical: kicking, nipping, pushing, tripping.
- Verbal: name-calling, teasing, spreading rumours.
- Indirect/Emotional: includes isolation, refusal to work with/talk to/play with/help others, belittling another's abilities or achievements, menacing looks, stares, rude signs or gestures, negative body language interfering with personal property) and includes Cyber-bullying.

Cyber-bullying may include misusing mobile phones/ computer and internet programmes to humiliate, threaten and isolate another, bullying through Social Networking Sites, messaging and chat rooms.

Pupils may be targeted on the basis of race, religion, culture, gender, homophobic bullying including perceived sexual orientation or identity.

## Preventative Measures

Ethos and Pastoral Care:

Relationships are at the 'core' of everything we do in **Derrylatinee St Francis PS**. We are a rights respecting school and encourage pupils to recognise and respect themselves and each other.

We aim to be a 'caring', 'listening school' in which pupils are encouraged to become aware of their feelings and express their fears and concerns and to develop a sense of their responsibility and empathy for others. This process is facilitated through activities such as PDMU lessons (Personal Development and Mutual Understanding) in which children explore their needs, rights and feelings and how to deal with situations they may experience.

Within our Curriculum we provide children with the opportunity to develop a range of skills, including assertiveness and communication skills, in a wide variety of contexts, both inside and outside the classroom. The school curriculum (PDMU, Religion) address prejudice, discrimination and social/emotional Learning. We also provide opportunities for developing positive peer relationships during Circle time strategies and in class/school council activities/meetings.

Within our school community we have agreed and communicated our school expectations for 'Positive Behaviour', summarised in the School Rules, during discussions/agreement on the classroom/canteen/playground code of conduct, school assemblies and visually on posters/displays.

We promote positive behaviour reinforcing the school's Rules at all times and we reward and incentivise pupils with awards for their good Behaviour in weekly 'Golden Time' and in Learning Leaf weekly awards displays.

There is school wide supervision and effective, consistent behaviour management by all staff.

Should concerns regarding bullying behaviour arise, we aim to implement effective, appropriate interventions and a primary aim is to ensure the safety of the targeted pupil. To this end we can create *Safe Havens* or *Safe Spaces* through changing seating arrangements and implement *Peer Support arrangements*, including establishing a Circle of Friends to 'befriend and support vulnerable pupils when moving between classes. As appropriate we address issues and concerns restoratively with individuals who engage in bullying behaviour and within the wider group using a range of strategies, consistent with The NI Anti Bullying Forum 'Effective Interventions' document.

Should bullying behaviour persist, despite early interventions by a class teacher, additional support to review their assessment, their actions and to implement further appropriate interventions will be made available from the Principal.

## **Responsibilities of all our school Community**

*(From Promoting Positive Behaviour 2001)*

### **School Staff**

Our staff will:

- Foster in our pupils self-esteem, a sense of their rights and their responsibilities to others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying behaviour with all classes, so that every pupil learns about the damage it causes to both the pupil who is targeted and the pupil who engages in bullying behaviour.
- Emphasise the importance of telling a trusted adult about bullying behaviour when it happens or is observed.
- 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 respond appropriately.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change in accordance with agreed procedures.

## Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- Intervene to support any pupil who is being bullied, unless it is unsafe for them to do so.
- Report any concerns or instances of bullying witnessed or suspected, to a member of staff to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Have the courage to speak out, to put an end to their own suffering and that of other potential targets.

## Parents

We ask our 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 or the Principal, Mrs M McNeice** and explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying behaviour.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.
- Keeping written records of any reported instances of bullying behaviour.
- Informing the school of any suspected bullying, even if their children are not involved.
- Co-operating with the school, if their child is involved in a bullying concern, to resolve the difficulty in a restorative way, aiming to stop the behaviour recurring, to meet the needs of all children involved and to restore positive relationships within the group.

## Procedures for dealing with incidents of bullying

*(Includes steps taken to support and respond to the needs of all pupils involved; those who are targeted and those who engage in bullying behaviour)*

- We will gather information and record incidents using the Responding to Alleged Bullying Behaviour Resource's Assessment Form (Appendix 1 – Part A).

- We will use **Appendix 2 Part B** to record the planned intervention to address the issue and the action taken.
- We will assess and plan appropriate interventions with reference to the School's Positive Behaviour Policy and NIABF Interventions Framework and Guidance Document, Responding to Alleged Bullying Behaviour.
- Through this assessment, roles and responsibilities will be defined for all staff in responding to an incident ensuring that communication between all involved is maintained. Actions agreed and named person will be noted. Time frames involved in responding will be noted and adhered to.
- We may obtain advice, support or make a referral to a relevant Support Services eg. Behaviour Management Team, EWO, Education Psychology, Pupil Personal Development Team, Child Protection Support Services.
- We will continue to monitor and support all pupils involved.

### Professional development of Staff

- *Further Staff training will be provided by Mrs McNeice in August 2018. Further training will be provided as part of staff meetings and SD/Baker days (Responding to a Bullying Concern, Working in Partnership with Parents/Carers, Choosing an Appropriate Intervention and Levels of Intervention).*

### Monitoring and review of policy

The policy will be reviewed every 2 years and following any incident, to assess its suitability in responding and that it is "fit for purpose".

We will collect data and maintain/review records to monitor and evaluate effectiveness of policy and intervention strategies

School will provide a copy of this policy to all parents.

M McNeice

Date: Nov 2017

Principal

J. Hanna  
Chair of the Board of Governors

Date: 7.11.17

### Appendix 1 - Documents referenced in the development of this policy

1. This policy has been developed consistent with **The Education and Libraries (Northern Ireland) Order 2003** and

**2. DE Circular 2003/13**

**WELFARE AND PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003.**

**3. Further information on specific articles of the legislation referring to the welfare and protection of pupils include the following:**

- a. ARTICLE 17 – DUTY TO SAFEGUARD AND PROMOTE THE WELFARE OF PUPILS
- b. ARTICLE 18 – CHILD PROTECTION MEASURES
- c. ARTICLE 19 – SCHOOL DISCIPLINE: MEASURES TO PREVENT BULLYING

**4. 'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)**

**5. 'Pastoral Care in Schools: Child Protection' (1999)**

**6. The United Nations Convention on the Rights of the Child (1992)**

- a. Article 12 - the right to express views and have these taken seriously
- b. Article 19 - the right to protection- incl. bullying

**7. Northern Ireland Anti-Bullying Forum - Guidance Documents**

# **Derrylatinee St Francis Bullying Concern Assessment Form**

## **PART 1 - Assessment of Concern**

Our School's Definition of Bullying is			
	Name(s)	Gender	DOB & Year Group (if Pupil)
Person(s) reporting concern		M / F	
Target			
Other(s) involved in incident/concern			
Does the behaviour involve?  <input type="checkbox"/> Individual to individual 1:1 <input type="checkbox"/> Individual to Group <input type="checkbox"/> Group to individual			

**Type 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)

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

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

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☐ Cyber (through technology such as mobile phones and internet)  
☐ Disability (related to perceived or actual disability)  
☐ 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 \_\_\_\_\_

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

Does this incident conform with your school's agreed definition of bullying? Yes ☐ No ☐

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 ☐

Give details of any previous incidents reported

## PART 2 – Details of interventions to be implemented in response

Outline action/support to be undertaken with pupil(s) who has been targeted:  
(please tick all that apply) \*Refer to Levels Guidance for Interventions

- ☐ Intervention with ☐ individual(s) ☐ peer group ☐ whole class
- ☐ Ongoing support/monitoring from \_\_\_\_\_ (named staff)
- ☐ Have parent(s) been informed/involved? Yes ☐ No ☐ (Give details)  
\_\_\_\_\_
- ☐ Referral to other agencies (please specify) \_\_\_\_\_
- ☐ Any other details (please specify) \_\_\_\_\_

Outline action/support to be undertaken with pupil(s) who has been displaying bullying behaviour:  
(please tick all that apply) \* Refer to Level 1-4 Interventions Resource

- ☐ Intervention re bullying concern with ☐ individual(s) ☐ peer group ☐ whole class
- ☐ Ongoing support/monitoring from \_\_\_\_\_ (named staff)
- ☐ Have parent(s) been informed/involved? Yes ☐ No ☐ (Give details)  
\_\_\_\_\_
- ☐ Referral to other agencies (please specify) \_\_\_\_\_
- ☐ Any other action (please specify) \_\_\_\_\_
- ☐ Suspension
- ☐ Expulsion

## PART 3 - Status of Concern

This record is now:

- ☐ Filed (Interventions complete, issue resolved, record maintained)

### Further intervention/ Required

- ☐ Copied to Class Teacher/Group Tutor
- ☐ Passed to Head of Pastoral
- ☐ Copied to Principal
- ☐ Referred to external agency, please state: \_\_\_\_\_

Name and designation of the teacher completing this form:

\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**PART 4 - Ongoing record of support and interventions**

(Refer to Levels Guidance for interventions )

**PAGE**

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

Name and designation of the teacher completing this form:

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Signed: 

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 Date: 

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