



ANTI-BULLYING POLICY

Policy Reviewed: Annually

INTRODUCTION

‘Building Bridges, Learning Together’

The Anti-bullying policy reflects the school mission statement with a view to celebrating difference and promoting individuality within a positive environment of mutual respect. The school aims to foster values of tolerance and mutual respect through promoting the self esteem of all members of the school community.

In Maine Integrated Primary School bullying behaviour is contrary to the school ethos. We recognise that bullying is a concern for all of us, including pupils, teaching, non-teaching staff, parents and governors.

AIMS

The aims of this policy are to:

- Prevent or reduce bullying in any form.
- Adopt a consistent approach to dealing with incidents of bullying.
- Create an emotionally safe environment where positive relationships can develop.
- Ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success.

This policy has been developed consistent with The Education and Libraries (Northern Ireland) Order 2003 and DE Circular 2003/13 – Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003.

Specific articles of the legislation referring to the welfare and protection of pupils include the following:

- Article 17 – Duty to Safeguard and Promote the Welfare of Pupils
- Article 18 – Child Protection Matters
- Article 19 – School Discipline: Measures to Prevent Bullying
- ‘Pastoral Care in Schools: Promoting Positive Behaviour’ (2001)
- ‘Pastoral Care in Schools: Child Protection’ (1999)

DEFINITION OF BULLYING

By definition bullying is behaviour that intentionally and persistently causes distress to others. Northern Ireland Anti-Bullying Forum (NIABF) 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” - NIABF (2005)

The Department of Education defines bullying as:

*“**Deliberately hurtful** behaviour, **repeated** over a period of time, where it is **difficult** for the victim **to defend him/herself.**” - Pastoral Care in Schools: Promoting Positive Behaviour’ (2001)*

PRINCIPLES

- Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear.
- The welfare/well-being needs of all children and young people are paramount and pupils' needs (whether child who is displaying bullying behaviour or targeted pupil) need to be separated from their behaviour.
- When bullying concerns are identified our school will work in a restorative and solution focused way to achieve the necessary change.
- Pupils who are targeted will be listened to and supported.
- Pupils who engage in bullying behaviour will be listened to and encouraged to accept responsibility and change their behaviour.
- Staff will receive awareness-raising training regarding bullying prevention including effective, appropriate strategies for intervention.
- Where a concern arises, staff will receive ongoing support from Senior Managers with Pastoral responsibility.
- Parents will be made aware of our school's practice to prevent and to respond to concerns through parent information meetings, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child.

FORMS OF BULLYING

Bullying can take many different forms and is behaviour that intentionally and persistently causes distress to others.

<p>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>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>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>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 / jumpiness / 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)

STRATEGIES TO PREVENT OR REDUCE BULLYING

Maine Integrated Primary School has established and will maintain the following strategies to prevent and reduce bullying behaviour:

Proactive Strategies to ensure awareness is raised.

- Promote School Ethos at all times (as regards Bullying – be a TELLING / LISTENING / RESPONDING school).
- Awareness of Rights and Responsibilities.
- Recognise and reward good behaviour.
- Use of creative learning to enhance social and emotional skills.
- Ensure that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of the school code of conduct as set out in the Positive Behaviour Policy.
- School assemblies – addressing Bullying and providing Anti-Bullying Strategies.
- Vigilant supervision – playground / general school environment.
- Consultation with School Council.
- Use of PDMU lessons / Circle time.
- Promotion of Playground Friends / Buddy Bus Stop (Specified area in the playground).
- Questionnaires.
- Good parental communication.
- Awareness raising e.g. P1 Parent Induction meetings, class information meetings, School Policies Booklet issued, newsletters, website.
- Awareness of national Anti-Bullying Week (in November each year).
- Use of outside agencies – NSPCC, Childline, PSNI, Behaviour Support Team.
- Staff training / effective communication.

Reactive Strategies

The following steps will be taken when dealing with incidents:

- 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.
- Reports will be taken seriously.
- Steps will be taken to ensure the child feels safe and secure.
- Significant incidents will involve further investigation and recording. A clear account reported to the appropriate members of staff i.e. class teacher / head of Key Stage / Vice Principal / Principal / Designated Teacher for Child Protection.
- Significant or repeated incidents will require parents to be informed.
- Disciplinary measures / sanctions, which are proportionate and clearly set out in the Positive Behaviour Policy, will be explained and used.

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 target of bullying.
3. Change the attitude and behaviour of the child who is displaying bullying behaviour.

Every child can make mistakes and can behave in ways that are hurtful to others. In most cases a quiet word and an explanation of how others feel is sufficient to make a difference. Children can and do learn over time how to care for themselves and for others. We believe that learning from mistakes and being genuinely sorry for them is part of growing up to be a socially well adjusted person. We believe much can be achieved by talking with the child who is displaying bullying behaviour and the target of bullying to achieve a resolution and reconciliation. In some cases, however, talking things through will not make enough of a difference and in these cases we reserve the right to apply a range of sanctions.

In Maine Integrated Primary School if any type of bullying is highlighted, the following strategies will be implemented by staff in two stages;

STAGE 1

All staff will:

- Listen to concerns when reported.
- Identify those involved in the bullying incident.
- Give each pupil the opportunity to talk. The discussion will focus on finding a solution and stopping the bullying from recurring.
- Staff will remain neutral and avoid direct, closed questions.
- The pupils are helped to find their own solution to their personal disagreement and discuss how their proposals will be put into action.
- Other appropriate members of staff will be informed i.e. class teacher, non-teaching staff, Senior Teacher, Principal. Incidents will be recorded as appropriate.
- A follow-up meeting/discussion is useful to find out whether the solution has been effective or not.

STAGE 2

If the problem is not resolved staff will:

1. Implement procedures within the hierarchy of sanctions (refer to Positive Behaviour Policy).
2. Continue to monitor the situation and follow procedures as agreed.
3. Record details as appropriate (See Appendix 1 Bullying Incident Form).
4. Contact parents if necessary at any stage of the procedures, depending on the seriousness of the bullying e.g. phone call, letter or request for interview by class teacher / Senior Teacher / Principal.
5. Contact outside network of support at any stage of the procedures e.g. Education Welfare Officer, Behaviour Support Team, PSNI

INDIVIDUAL RESPONSIBILITIES

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy of Maine Integrated 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.
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents.

Pupils should:

- Report all incidents of bullying (if a child is being bullied or is 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-operating 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.

SUPPORT FOR THE CHILD WHO IS DISPLAYING BULLYING BEHAVIOUR

Any child who is displaying bullying behaviour will receive support to help them recognise the impact of their behaviours on the target of bullying. This may involve 'one to one' discussions with a member of staff or in group sessions in class e.g. circle time or PDMU lessons. Restorative questioning may be used by staff to help the child who is displaying bullying behaviours empathise with the target of bullying:

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?*

TEACHING ABOUT BULLYING

This will be delivered and reinforced through various areas of the curriculum:

- In Foundation and Key Stage 1 classes (P1-P4) children will be taught to be aware of different forms of bullying and how to develop personal strategies to resist unwanted behaviour.

- This message will be reinforced in Key Stage 2 classes (P5-P7) when children will be encouraged to recognise, discuss and understand the nature of bullying and the harm that can result from it.

RESOURCES FOR THE PREVENTION OF BULLYING

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged.

- All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying.
- Awareness raising posters are displayed in classrooms and corridors and on our Child Protection notice board.
- Appropriate leaflets and literature will be provided for the children.
- Children will be encouraged to understand their roles in preventing bullying using, for example, drama; role-play and novels. Children will be guided to understand the feelings of bullied children and to practise the skills they need to avoid bullying.
- Use of 'Worry Boxes' in KS2 classrooms.
- Peer support is offered from P6/7 children trained as 'Peer mediators'
- Parents will be issued with a copy of the school's Anti-Bullying policy every two years. They will be aware of procedures to use if they are concerned that their child is being bullied or does not feel safe to learn.
- Use of NIABF 'Effective Responses to Bullying Behaviour' document and resources.

http://www.endbullying.org.uk/wp-content/uploads/2014/07/Effective_Responses_to_Bullying_Behaviour.pdf

LINKS WITH OTHER POLICIES

Maine Integrated Primary School's Anti-Bullying Policy is set in the context of our Pastoral Care Programme and reflects our Mission Statement. It links with other policies such as:

Safeguarding & Child Protection
Special Educational Needs

Pastoral Care
Health & Safety

Positive Behaviour
Curricular Policies

RACE EQUALITY AND EQUAL OPPORTUNITIES

All children have equal access to the curriculum regardless of their race, gender, disability or ability. Teachers plan work that is differentiated so that all groups and individuals can achieve their potential and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment.

MONITORING AND EVALUATION

This policy was formulated by Mr Costelloe in consultation with school Governors, staff, pupils and parents. It has been approved by the Board of Governors and it is the intention of the staff to review and update it regularly.

It is important to remember that staff, pupils and parents all have an active part to play and have a responsibility to ensure an effective implementation and maintenance of this policy.

USEFUL WEBSITES & TELEPHONE NUMBERS

Department of Education
Northern Ireland Anti Bullying Forum

www.deni.gov.uk
www.niabf.org.uk
www.thinkuknow.org

Childline NI
NSPCC (FullStop) campaign

0800 1111
0800 800 5000



Appendix 1

Alleged Bullying Incident Form

(i.e. significant / repeated / or serious one-off incident)

	Name (s)	Gender	Class/Room
Complainant(s)			
Alleged child (children who has been bullied (if different from above))			
Alleged child (children) who has displayed bullying behaviour			
Date of incident:			
Location of incident:			
<p>Type of incident: Please tick/circle appropriate types</p> <p><input type="checkbox"/> Physical Bullying (includes jostling, physical intimidation, interfering with personal property (stealing, damaging, intruding upon it) punching/kicking, any other physical contact which may include hair pulling, spitting or use of 'weapon', extortion, writing/drawing offensive notes.)</p> <p><input type="checkbox"/> Verbal Bullying (includes name calling, insults, jokes, threats, spreading malicious rumours, ridicule of another's appearance/disability/personal mannerisms/way of speaking, humiliating another publicly, mocking, sarcasm, intimidation)</p> <p><input type="checkbox"/> Emotional Bullying (includes isolation, refusal to work with/talk to/play with/help others, mobbing the individual, belittling another's abilities, or achievements, menacing looks, stares or rude gestures)</p> <p><input type="checkbox"/> Cyber Bullying (please specify) _____</p> <p>_____</p> <p>_____</p>			

Details of Incident

*Action/support for child(ren) who has/have been bullied i.e. on-going support / monitoring from staff
(including time frame of follow up action required)*

Parental involvement (please specify e.g. dates and details of information received)

NAME OF STAFF MEMBER(S) INVOLVED

Date: _____