

# Knockloughrim Primary School

## Anti-Bullying Policy



Reviewed: June 2014

Renewal date: June 2016\* (if not before\*)

## Introduction

We in Knockloughrim 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. Accordingly, we work to create an environment within which positive relationships are fostered and actively promote the development of rights respecting relationships, between all members of our school community. We aim to promote those values, which will make our pupils caring, responsible citizens. In this way, we hope that all our pupils will feel confident and secure in their own personal worth as a member of our School Community.

## 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 the targeted pupil are our priority. Pupils' needs must 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 a pupil as '*a bully*', we will use the term '*pupil who is displaying bullying behaviour*'. In this way, we are separating the pupil from his/her unacceptable behaviour, emphasising that this pupil's 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 (NIABF) Guidance Effective Responses to Bullying Behaviour.

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 school's 'Pastoral Care' summary leaflet of how to report any concern or complaint they may have in relation to their child's safety or well-being. We have a poster with this information displayed in the reception area of the school.

Information sent out bi-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.

During parent evenings, through consultation processes, classroom workshops and in written policy documents, both pupils and 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.

## **The Process of Participation and 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.

The Board of Governors and Principal have developed this Policy through a process of consultation with pupils, parents and staff regarding positive behaviour and bullying prevention measures, which must be in place. In responding to bullying behaviour we recognise the importance of working in partnership with parents, staff and pupils in preventing bullying behaviour occurring and also in responding to such unacceptable behaviour promptly and effectively.

We in Knockloughrim Primary School have met the requirement to consult with all our stakeholders in the following ways:

- Awareness-raising programmes e.g. School Information Booklet issued, Posters in Reception area of school, Newsletters, Involvement in NIABF Anti-bullying Week annual events, School Council Issues, Website.
- 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 Curriculum and involvement in NI Anti-bullying Week.
- Survey/questionnaires distributed to pupils and school staff - **April 2014.**
- Awareness-raising training of all staff in April/May 2014 in understanding what is bullying, developing the school's definition and Levels of Intervention in responding to bullying behaviour and exploration of the draft Anti-bullying policy.
- A Multi-stakeholder Focus Group convened In May 2014 led by Elsie Gillanders and with Staff, Parent & Governor representatives to facilitate understanding of what is bullying, develop the school's definition of Bullying and to explore the draft Anti-bullying Policy and Levels of Intervention.
- Consulted with Lee Kane, Co-ordinator, Northern Ireland Anti-bullying Forum, by providing him with draft copies of our Positive behaviour and Anti-bullying policies.
- Obtaining the views of elected pupil representatives through the school's council and PDMU Classes.
- Finally by obtaining the views of all Governors and Parents before formal adoption of the policy.

## 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 Policy, Pastoral Care: Child Protection. Acceptable Use of the Internet Policy.

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 also 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 Protections 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, ancillary staff, pupils and parents, the following definition of bullying behaviour has been agreed in our school:

**Bullying is defined as unwanted intentional negative actions, conducted by an individual or group against another person/s, which are repeated and regular, and which make them feel uncomfortable, insecure or threatened.**

The term 'Bullying Behaviour' refers to those situations in which a range of harmful behaviours occurs, affecting the physical or psychological wellbeing of the person, with the additional following four features presenting:

- The hurtful behaviour is persistent and repetitive, occurring within a short time scale, for example, over a period of several weeks.
- 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 and attention must be paid to the impact on the targeted pupil.

Examples of bullying behaviour include:

- **Physical:** kicking, nipping, pushing, tripping
- **Verbal:** name-calling, teasing, spreading rumours
- **Indirect:** includes isolation, refusal to work with/talk to/play with/help others, interfering with personal property and also includes Cyber and identity-based bullying.

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

Identity-based bullying may involve targeting pupils on the basis of race, religion, culture, gender and including bullying based on perceived or actual sexual orientation.

## **Preventative Measures**

### **Ethos and Pastoral Care:**

Relationships are at the 'core' of everything we do in Knockloughrim Primary School. 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 through our School Council.

Within our school community, we have agreed and communicated our school expectations for 'Positive Behaviour', summarised in the Golden Rules, during School Assemblies, Displays of Posters & classroom charters.

We promote positive behaviour reinforcing the School's Golden Rules at all times and we reward and incentivise pupils with awards for their 'Golden Behaviour' in weekly 'Golden Time', use of House Points rewards system and in pupil of the week awards displays.

There is school wide supervision and effective, consistent behaviour management by all staff. Supervisory staff have been trained in how to respond to incidents of unkind/unacceptable behaviour and are aware of the arrangements for responding to bullying incidents.

When any inappropriate behaviour is observed or reported, staff may use strategies such as 'Rule Reminder Scripts' and 'Rights Respecting Scripts' to help the pupil reflect on his/her 'behavioural mistake' and 'to help restore' this pupil back into acceptable, positive behaviour.

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 implementing *Peer Support arrangements*, including establishing a

Circle of Friends to 'befriend and support' vulnerable pupils when moving around school and in the school playground. 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 as detailed in the Positive Behaviour Policy, consistent with The NI Anti Bullying Forum 'Effective responses to Bullying Behaviour' document.

Should bullying behaviours 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 and Senior Teacher with Pastoral & Child Protection responsibility: Mrs Heather Clarke.

### **Procedures for dealing with incidents of bullying**

- We will gather information, using the NIABF's Resource, Effective Responses to Bullying Behaviour Assessment Form and C2K SIMS Behaviour Management Module
- We will assess and plan appropriate interventions with reference to the School's Positive Behaviour Policy and NIABF Interventions Framework and Guidance Document.
- 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: pupils, parents and staff. Actions agreed and key 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 e.g. Behaviour Management Team, EWO, Education Psychology, Child Protection Support Services.
- We will continue to monitor and support all pupils involved.

### **Professional Development of Staff**

- All staff has been involved in the review of the policy, including definition and levels of intervention.
- All staff have received training in appropriate interventions in line with NIABF's Guidance document Effective responses to Bullying Behaviour
- We may identify relevant future training needs within the School Development Planning Process

## **Monitoring and review of policy**

The policy will be reviewed every 2 years and following any incident requiring intervention at Level 3 or above, 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 make available a copy of this policy to all parents.



Date: 10-6-14

PRINCIPAL

Mrs Margaret Rainey                      Date: 10-6-14  
Chair of the Board of Governors

## **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- including bullying
7. **Northern Ireland Anti-Bullying Forum** - Guidance Documents  
Effective responses to Bullying Behaviour 2012
8. Rigby, Ken, New Perspectives on Bullying 2002

- **Appendix 2 - Recording form**

## Bullying Concern Assessment Form

### PART 1 - Assessment of Concern

<b>Our School's Definition of Bullying is</b>			
	<b>Name(s)</b>	<b>Gender</b>	<b>DOB &amp; Year Group (if Pupil)</b>
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			
<b>Type of incident and Theme (if applicable):</b>  <input type="checkbox"/> Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons) <hr/> <input type="checkbox"/> Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours) <hr/> <input type="checkbox"/> Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others) <hr/> <input type="checkbox"/> Cyber (through technology such as mobile phones and internet) <input type="checkbox"/> Disability (related to perceived or actual disability) <input type="checkbox"/> Homophobic (related to perceived or actual sexual orientation) <input type="checkbox"/> Racist (related to skin colour, culture and religion) <input type="checkbox"/> Sectarian (related to religious belief and/or political opinion) <input type="checkbox"/> 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 to 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****PAGE**

(Refer to Levels Guidance for interventions )

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

Name and designation of the teacher completing this form:

\_\_\_\_\_

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