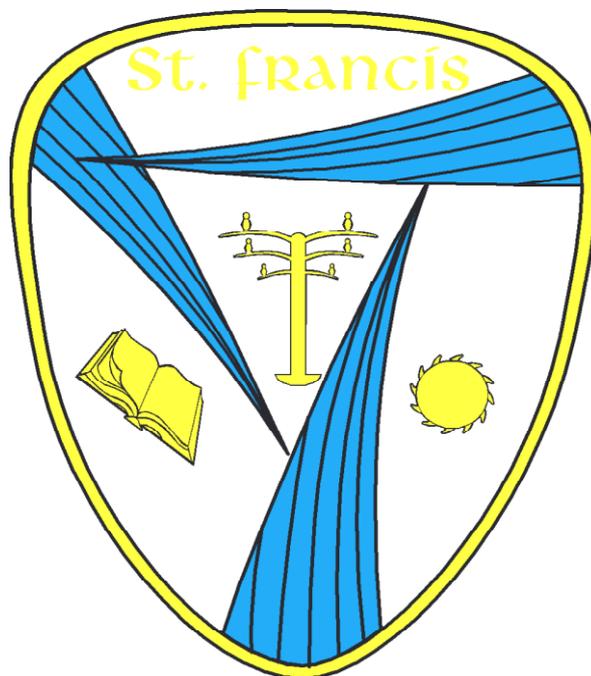


St Francis' P.S./ Bunscoil Naomh Proinsias

Anti-Bullying Policy



Updated: 24/05/2017, by K.de Brún

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1. Rationale:

St. Francis' P.S. and Bunscoil Naomh Proinsias define bullying as:

Bullying is when you say or do something hurtful again and again to make another child feel scared, sad, lonely or uncomfortable, and you know that it is wrong.

St. Francis' P.S. and Bunscoil Naomh Proinsias, are committed to providing a safe, positive, inclusive and respectful learning environment for all members of the school community. Members of the school community have a right to work in a secure and caring environment without the fear of being bullied. We also have a responsibility to contribute, in whatever way we can, to the protection and maintenance of such an environment.

Our school community is completely opposed to bullying in all its forms. Bullying will not be tolerated. It is entirely contrary to the values and principles we work and live by. 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.

2. Mission Statement:

In our school we are all friends who play, work and learn together so that St. Francis' will be a memorable stepping stone through life's journey.

Key Principles:

In St. Francis' we believe every child has the right to:

- an education
- fairness
- be happy
- have fun
- have a voice
- be healthy
- play
- be safe

These primary rights which we feel strongly about will underpin all of our dealings with children in all aspects of Pastoral Care

The policy forms part of the overall pastoral care provision in school and therefore links and works with the:-

- Pastoral Care Policy
- Child Protection Policy
- SEN Policy
- ICT Policy and E Policy
- Positive Behaviour Policy

3. Aims:

This policy aims to:-

- Promote a school ethos where children's core rights are known, respected and upheld.
- Create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour
- Promote a 'whole school' approach, where signs of bullying are identified and swift and effective action is taken
- Show commitment to overcoming bullying behaviour by practicing zero tolerance
- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- Ensure all school community, pupils and parents have an understanding of what bullying behaviour is, and what they should do if bullying behaviour arises
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment
- Assure pupils and parents that they will be supported when bullying behaviour is reported
- Assist in the provision of a positive and supportive atmosphere - for those affected by bullying behaviour and for those involved in bullying behaviour
- To develop procedures for noting and reporting incidents of bullying behaviour.

4. DEFINITION OF BULLYING

Bullying behaviour is defined as “deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend themselves.” (DENI 1999 p41)

The Northern Ireland Anti-Bullying Forum (NIABF) defines bullying as “the repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights or needs of another or others.”

- Bullying can take place between pupils, between pupils and staff, between staff, by individuals or groups; face to face; indirectly or using a range of cyber-bullying methods.
- 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. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/stronger/older; have more acquaintances/friends; are more established in the school or simply care less about the consequences of their actions.
- Bullying thrives on secrecy, the reluctance of the target to talk about it and the neglect of responsible adults to acknowledge its existence.

5. FORMS OF BULLYING

5.1 PHYSICAL BULLYING-

- 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

5.2 VERBAL BULLYING -

- 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 or privately
- spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm

5.3 EMOTIONAL BULLYING-

- excluding/ shunning others from group activity/ social setting or play;
- belittling another's abilities or achievements; mobbing the individual
- menacing looks, stares; rude signs or gestures; negative body language

5.4 CYBER BULLYING -

- 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

6 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/ '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

(NB. Whilst these behaviours may be symptomatic of other problems - BULLYING may be one reason!)

7. ROLES AND RESPONSIBILITIES

7.1 The Responsibilities of Staff

Our staff will:

- ensure that all pupils know the school definition of Bullying
- ensure that the pupils know the school rules and use a rules reminding script when pupils do not follow them.
- ensure the pupils know the schools Core Right of Children and use a rights respecting script when dealing with potential bullying behaviour or mis-behaviour.
- 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 we expect of our pupils;
- through PATHS and PDMU lessons 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;
- promote and participate fully in the activities for Anti Bullying week in November.
- 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 behaviour to determine nature of bullying;
- investigate and record any complaint of bullying
- follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken;
- report to the parent of the pupil displaying bullying behaviours or unacceptable behaviours which could lead to bullying.
- deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
- Continue to follow-up and monitor the situation until satisfied that the situation has been resolved.

7.2 The Responsibilities Of Pupils

We expect our pupils to:

- refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity;
- follow school rules and classroom 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 rights according to the schools Core Rights
- help others achieve;
- keep others safe.

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.

What Pupils Need To Recognise About Bullying.

Pupils need to understand:

- that they have a right not be bullied at school;
- that they are not to blame if they are bullied; that they need to speak out and should trust the teachers to take their concerns seriously and to help them; that they are not alone.

7.3 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 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.
- treat school staff with the respect they would expect to receive themselves

7.4 The Responsibilities Of All

Everyone should:

- work together to create a safe, happy and anti-bullying environment within our school.

8. PREVENTATIVE MEASURES TO CREATE AN ANTI-BULLYING ETHOS

8.1 Proactive Strategies:

- A school rules reminder script which will be used by staff A rights respecting script will be used by staff.
- Promote School Ethos at all times (as regards Bullying - be a TELLING /LISTENING / RESPONDING school)
- Consultation with parents. Parent will be made aware of the schools procedures and practices through monthly newsletters, Curriculum Newsletters and Parent Curriculum Evenings in September each year.
- Awareness of Rights and Responsibilities
- Recognise and Reward Good Behaviour
- School Assemblies - addressing Bullying and providing Anti-Bullying Strategies
- Vigilant supervision - playground / general school environment
- Consultation with School Council
- Use of Alive O programme
- Use of PDMU lessons / Circle Time /Paths
- Use of Peer Mediation Support in Playground
- Questionnaires -Parents/Keystage 2 children
- Good Parental Communication - Consultation
- Awareness of Anti-Bullying Week (in November each year)
- Use of Outside Agencies - NSPCC, Childline, PSNI, Behaviour Support Team, Barnarods and PPDS
- Staff Training / Effective Communication
- Use of Creative Learning to enhance social and emotional skills

8.2 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 class teacher.
- Attempts will be made to resolve situation quickly
- Reports will be taken seriously
- Steps taken to ensure child feels safe and secure
- Significant incidents will involve further investigation and recording
- A clear account will be made of the complaint
- Significant or repeated incidents will require parents to be informed
- Disciplinary measures / sanctions, which are proportionate, will be explained and used.

9. PROCEDURE FOR DEALING WITH BULLYING BEHAVIOUR

STEP 1:



REPORTING OF AN INCIDENT (significant/repeated/intentional incidents or serious one-off incident)

- When such a bullying incident is reported, the information will be passed on to following people
- The teacher of any child involved. Who will then investigate the incident.

Clarifying the facts and perceptions

- This will be carried out by the class teacher of the child or children involved
- Pupils involved will be interviewed and a record made of their responses using the school's report form (See appendix 1) As far as is possible the pupils actual words will be recorded and questions asked, which clarify rather than lead. The following Restorative Questions will be used by all staff.

For the child displaying bullying behaviour

- Tell me what happened?
- What were you thinking/feeling that led you to behave that way?
- What do you think and feel now?
- Who has been affected by what you have done?
- How have you and others been affected?
- What do you think you need to do to make things right?
- What could you do differently next time so as you do not behave like this ?

For the child who has experienced bullying behaviours

- Tell me what happened?
- How have you been affected by what happened?
- What could you do differently the next time this happens which would stop you feeling that way?

(The teacher should give the child coping strategies which may help them to respond effectively to the child displaying the bullying behaviours. The 'Fogging exercise' recommended by NIABF could be used here.)

- Where it is considered by the class teacher to be reasonable the child who has been displaying the bullying behaviours and the child experiencing the bullying behaviours will be brought together to resolve their issues. (Parental consent maybe required for this)
- Parents of ***all pupils involved*** will be informed of the school's action up to this point and kept informed of subsequent action.
- The actions taken by the class teacher will then be reported to the Deputy Designated Teacher for that year group. The Deputy Designated teacher for that year group may wish to immediately consult with the Designated Teacher for Child Protection or Principal depending on the nature of the incident or the severity of

the situation.

- Deputy Designated teacher for child protection will be required to share information at Safe Guarding Team meetings.
- The situation should continue to be monitored by the class teacher and regular checks should be made for both the child who has experienced bullying behaviour and the child displaying bullying behaviour.
- At any time during this process the Deputy Designated teacher for Child Protection can advise or intervene if it becomes necessary.

Should the Bullying Behaviour continue

STEP 2



Should the bullying behaviour continue the class teacher should report to the Deputy Teacher for child protection who will agree a plan of action

AGREEING A PLAN FOR RESOLUTION

- The Designated teacher for that year group will devise a plan for resolution. This may involve whole class circle time/peer mentoring or small group sessions based on conflict resolution (Liaise with SENCO as a behavioural Educational plan may be required)
- Targets for acceptable behaviour will be set out including support measures for ALL pupils concerned
- Any disciplinary action required will use system of sanctions as set out in the school's Positive Behaviour Policy
- A referral to the PPDS may be made for all parties.
- Parents will be kept informed during all these actions.
- The Deputy Designated teacher can at any time consult the Designated Teacher for Child Protection or Principal who may intervene
- Situation monitored and formally reviewed within one month of initial report

- This will involve Deputy Designated Teacher for Child Protection and class teacher.

STEP 3



INVOLVEMENT OF OTHER AGENCIES

- Where necessary the school will draw on support of Education Welfare Officer, Behaviour Management Team, Educational Psychology Service ...

This policy has been developed consistent with The Education and Library Northern Ireland Order 2003 and DE Circular 2003/13. Specific articles of 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.

The B.O.G. will monitor the Anti-Bullying Policy and its implementation. It will be reviewed on a yearly basis.

Date Policy Reviewed: _____ (Date)

Signed: _____ (Principal)

_____ (Designated Teacher)

_____ (Chair of Governors)

Appendix 1
Bullying Concern Assessment Form

Date:	Class	
Name of pupil(s) reporting the concern		
Name of Targeted pupil		
Name of pupil(s) involved		

Outline the type of incident and attach any written accounts/drawings etc.

Outline action/support to be implemented for the pupil who has been displaying bullying behaviour.

Outline action/support to be implemented for the pupil who is being bullied.

This concern is now resolved yes/no

Further actions