

Kilkeel Primary School



Anti-Bullying Policy

2016

**Amendments: January 2016
(Disablist Bullying / LAC)**

MISSION STATEMENT

This Anti-Bullying policy reflects the school mission statement with a view to providing a safe and enriched environment where success is celebrated and the pursuit of excellence is emphasised.

In K.P.S. the welfare and protection of each child is central to our work. It is our ultimate aim that every pupil has the basic right to receive their education free from pain, humiliation, fear and abuse whether physical or verbal. (Article 19 United Nations Convention on the Rights of the Child)

The school aims to foster values of tolerance and mutual respect through promoting the self-esteem of all members of the school community. In Kilkeel Primary School bullying is contrary to the school ethos. We recognise that bullying is a concern for all of us, including pupils, 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, staff, B.O.G and the wider community 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 2003/2013- 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

The Disability Discrimination Act 1995

The Special Educational Needs and Disability Act (NI) Order 2016 (SENDO)

The Addressing Bullying In Schools Act (NI) 2018)- Keeping records

“Pastoral Care in Schools: Promoting Positive Behaviour “(2001)

“Pastoral Care in Schools: Child Protection” (1999)

Links between this policy and other school policies.

Pupil welfare embraces all aspects of pastoral care, including child protection, pupil behaviour, health and well-being, safety and security. Our duty to safeguard and promote the welfare of pupils is addressed through our other school policies such as Positive Behaviour/ Discipline Policy, Pastoral Care, E.Safety Policy and Child Protection.

Definition of Bullying

By definition bullying is behaviour that intentionally and persistently causes distress to others.

Agreed definition of Bullying:

Following consultation with Governors, teachers, pupils, parents and ancillary staff the following definition of bullying behaviour has been agreed:

Bullying is, “*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) **It involves an imbalance of power.**

PRINCIPLES- RESPOND, RESOLVE AND RESTORE

- 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 are paramount and pupils’ needs (Whether child displaying bullying behaviour or targeted pupil) need to be separated from their behaviour.
- 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 on-going support from The Safe Guarding Team.
- Parents will be made aware of our schools practice to prevent and to respond to concerns through parent information leaflets, consultation and where necessary, their active participation in partnership with the school to resolve concerns involving their child.

THE PROCESS OF PARTICIPATION AND CONSULTATION

Under legislation The Board of Governors and Principal are required to consult with pupils, parents and staff regarding positive behaviour and bullying prevention measures which must be in place. We have met this requirement through the following ways;

Examples:

- *Class based workshop to negotiate and agree a Code of conduct for Positive behaviours within class / group.(class and school rules)*
- *Awareness raising programme through Curriculum and involvement in an Anti-Bullying Week and assemblies.*
- *Awareness raising programmes e.g. P.D.M.U. activities such as circle time, stories, booklets etc.*
- *Ongoing Professional Development and support for staff (School Based Training (T4T) NIABF)*
- *Monitoring effectiveness of our Anti Bullying Policy – by collecting data and maintaining records (J.McBride)*
- *Formal review / update of policy (every 2 years or as required), formally adopted by Board of Governors, signed and dated.*

FORMS OF BULLYING

The following are unacceptable behaviours BUT only constitute bullying behaviours when they are recurrent/ persistent, targeted without intent and where a power imbalance between pupils is evident.

Type of incident:

1. **Physical bullying** (includes jostling, physical intimidation, punching/kicking, any other physical contact which may include use of weapons)
2. **Verbal bullying** (includes name calling, insults, teasing, jokes, threats, racial/sectarian remarks, spreading rumours)
3. **Emotional bullying** (includes isolation, ignoring, talking behind backs, rude signs or gestures, menacing looks or stares, belittling another's abilities or achievements, etc.
4. **Cyber bullying** (includes misuse of e-mails, images, text, blogs, tweets etc. intended to hurt /embarrass/demean/harass/provoke or humiliate another.)
5. **Disablist Bullying** (offensive and discriminatory language, verbal abuse and threats, public ridicule, jokes about disability, exclusion from social groups, refusal to co-operate with someone because of their impairment, refusal to meet a disabled person's access needs)
6. **Looked After Children-** Offensive remarks directed at their Care Status.

These categories may be inter-related.

Signs of stress 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 / underachievement.
- Spurious illness/nonspecific 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

Kilkeel 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 (Telling/Listening /Responding school)
- Awareness of Rights and Responsibilities.
- Recognise and reward good behaviour.
- Tackling bullying through the curriculum.
- Ensure all staff, parents, pupils and 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 the School Council.
- Use of PDMU lessons/ circle time.
- Promotion of playground friends/ prefects/adult supervisors. **Empowering bystanders.**
- Questionnaires.
- Good parental communication and raising awareness through parent information leaflets and via K.P.S. website.
- Awareness of national Anti- Bullying Week (in November each year.)
- Use of outside agencies – which may include, NSPCC, Child line, Ace Team and Behaviour Support Team.
- Staff training/ effective communication.

REACTIVE STRATEGIES

The following steps will be taken when dealing with incidents:

- **RESPOND** – if bullying is suspected or reported the incident will be dealt with immediately by the member of staff who has been approached. Reports will be taken seriously.(RESTORATIVE QUESTIONING)
- **RESOLVE** –attempts will be made to resolve the situation quickly (intervention levels according to NIABF). 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/ Safe Guarding Team / Designated Teacher for Child Protection.
- **Significant or reported incidents** will require parents to be informed and cases of assault will require other outside agencies.
- **Disciplinary measures /sanctions**, which are proportionate and clearly set out in the Positive Behaviour Policy, will be explained and used.

RESPONSIBILITIES OF ALL STAKEHOLDERS

The Responsibilities of 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.

The Responsibilities of Pupils

- Refrain from becoming involved in any kind of bullying.
- Follow the rules of the school.
- Treat all pupils, teachers and other staff with respect.
- Report to a member of staff /ancillary staff any witnessed or suspected instances of bullying.
- To dispel any climate of secrecy and help to prevent further instances.
- Respect school property and the property of others.
- Anyone who becomes the target of children displaying bullying behaviour should know to **NOT SUFFER IN SILENCE BUT HAVE THE COURAGE TO SPEAK OUT.**

The Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress and unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to their class teacher / dinner lady / classroom assistant etc. 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.
- Ensuring that their child respects and co-operates with teachers, ancillary staff and other pupils.
- Seeing that their child upholds the rules of the school.
- Support all aspects of the school ethos.
- Being sympathetic and supportive towards their children and reassuring them that the appropriate action will be taken.
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth and point out the implications of bullying both for the children who are targeted and for those who are displaying bullying behaviour.
- Contacting the school to report any concerns over bullying behaviour.

In Kilkeel Primary School all stakeholders will endeavour to work together to combat bullying and aim to eradicate it altogether.

PROCEDURES FOR DEALING WITH BULLYING

Each case of bullying in K.P.S. will be dealt with individually and follow up action will be tailored to meet the individual needs of the pupils concerned.

The following steps will be adhered to;

STEP 1: Reporting an incident

- **RECORD** – on behaviour logs at first, if behaviour is persistent record on blue bullying incident form and give copy to -----
- **Stay CALM. -CLARIFY / INVESTIGATE** the situation- listen to concerns. Identify those involved in the bullying incident.
- **Give each pupil the opportunity to talk. (level 1 interventions NIABF)**
- **DISCUSSION-** will focus on **AGREEING ON A PLAN FOR RESOLUTION** to stop the bullying reoccurring.
- **Staff will remain NEUTRAL** and avoid direct closed questions. Discuss how to put their proposals into action
- **INFORM** other appropriate members of staff e.g. Safe Guarding Team
- **MONITOR** the situation and arrange a follow up meeting to find out whether the situation has been resolved/ restored.

STEP 2 :- If the problem is not resolved staff will:

- **Select some interventions from levels 2-4 (NIABF)** E.G. –small group interventions, circle time, The Support Group Method, Individual Behaviour Support Plan (COP Stage 2/SENCO)
- **Contact parents if necessary at any stage of the procedures, depending on the seriousness of the bullying e.g. phone call, letter or request an interview by class teacher/ Safe Guarding Team etc.**
- **More complex and serious bullying issues may involve additional advice / support from E.A SERVICES, EXTERNAL AGENCIES- PSNI, HEALTH AND SOCIAL CARE TRUST and GATEWAY TEAMS.**
- **Implement the hierarchy of sanctions (refer to Positive Behaviour Policy}**
- **Record details as appropriate (SEE APPENDIX for incident forms)**

STEP 3-Reviewing the situation

- **All incident of bullying will be monitored and formally reviewed within one month of the initial report.**

PROFESSIONAL DEVELOPMENT OF STAFF

- All staff / ancillary staff will be trained using the “School Based Training (T4T resource from NIABF). Date to be set
- Training course entitled, “Effective Responses To Bullying Behaviour,” was attended in November 2016 by Mrs McBride. - Aim to review Anti-Bullying Policy and procedures.
- All pupils to watch video to aid them to combat bullying. (NIABF)

MONITORING AND REVIEW OF POLICY

This policy will be reviewed by staff ----- and ratified by Governors.

(Includes the signature of the Chair of the Board of Governors and the Principal.)

The policy should be dated as a reminder as to when it was last reviewed.

J.McBride 2016/2017

USEFUL WEBSITE & TELEPHONE NUMBERS

Department of Education www.deni.gov.uk

Northern Ireland Anti bullying Forum www.niabf.org.uk

www.thinkuknow.org

Childline NI 08001111

NSPCC (Fullstop) campaign 0808 800 5000

APPENDIX AND REFERENCES

- **Levels of intervention**
- **Bullying Concern Assessment form**
- **Sample of rethink and review sheet**
- **Student Behaviour Log**
- **DE Circular 2003/2013**
- **DE Circular 2011/22 Guidance on Cyber Bullying**
- **Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003 The Education and Libraries (Northern Ireland) Order 2003**
- **The Education and Libraries (Northern Ireland) Order 2003**
- **Article 17- Duty to Safeguard and Promote the Welfare of Pupils**
- **Article 18- Child Protection Matters**
- **Article 19- School Discipline: Measures to Prevent Bullying**
- **Article 12 and 19- United Nations Convention on the Rights of the Child(1992,**
- **Pastoral Care In Schools :Promoting Positive Behaviour (2001)**
- **Pastoral Care In Schools: Child Protection (1999)**
- **Northern Ireland Anti-Bullying Forum Resource**

