



INSPIRE

*Improvement, Nurture, Success, Potential
Innovation, Responsibility, Endeavour*

Anti-Bullying Policy

(February 2018)

The Vision Statement of Downpatrick Primary School

Our vision is for a school which provides equality of opportunity for all in partnership with the whole community, seeking to promote and develop every child's potential to the full in a meaningful and positive way. We strive to ensure that the children in our care are able to make the most of their educational opportunities and experiences with the ultimate aim of preparing them for a confident and responsible adult role in our society. Meeting the moral, spiritual, emotional, intellectual and physical needs of our children, whatever their ability, is our priority.

Our school is strongly committed to providing a happy, secure, stimulating, healthy and attractive environment in which all members of our school community – children, staff, parents and governors – work together in an atmosphere of friendship and understanding.

This school builds on these traditional core values whilst embracing innovations in learning and teaching and changing technologies which keeps practice at the forefront of primary education.

Our Aims:

- To provide a happy, safe, caring and stimulating environment for the children each day with a welcoming atmosphere for children, parents and staff where achievements are celebrated.
- To develop in each child high self-esteem, confidence and a true feeling of self-worth and a sense of responsibility;
- To have technology integrated into our curriculum keeping our practice at the forefront of primary education;
- To encourage children to have high expectations and develop independence;
- To develop lifelong learners who are motivated and challenged by high quality teaching and learning within a supportive school environment;
- To promote an ethos that encourages respect for oneself, for others and for property;
- To create a partnership with home based upon respect and trust; encourage parents to become involved in their child's education;
- To develop each child's understanding and mutual respect of other religions, races, cultures, gender, people with disabilities and associated points of view;
- To develop high pupil achievement in a range of areas including academic work, physical, social and moral development and in their standards of behaviour.

Rationale

The above section from our school mission statement and school values provides the rationale for our approach to bullying in whatever form it takes. They encapsulate and encourage a range of values / rights which direct our policy and practice in this area.

School policy and practice in this area shall be mindful of the legislative and Human Rights context, which determines our procedures and responses. The rights of the child are enshrined in the European Convention on Human Rights (Human Rights Act 1998) and in the UN convention on the Rights of the Child provide a legislative framework and guidance for our policy and its practical operation.

The Education Order (NI) 1998 and Education and Libraries Order (NI) set out obligations on schools including the promotion of self-discipline, the necessity of consulting with parents and pupils and the prevention of all forms of bullying.

Statutory and non-statutory guidance materials referred to in our policy and practice include:

- Pastoral Care in Schools: Promoting Good Behaviour 2001
- DE Circular 2003/13
- Pastoral Care in Schools – Child Protection 1999

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Definition of Bullying

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

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.”

Forms of Bullying

<p>Physical Bullying</p> <ul style="list-style-type: none">• 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.	<p>Verbal Bullying</p> <ul style="list-style-type: none">• name calling, insulting or offensive remarks, taunting, accusing, 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>Emotional Bullying</p> <ul style="list-style-type: none">• excluding / shunning others from group activity / social setting or play;• belittling another’s abilities or achievements;• menacing looks/stares; <p>rude signs or gestures.</p>	<p>Cyber Bullying</p> <ul style="list-style-type: none">• misuse of emails, images, text, blogs, tweets, forums and chat rooms to hurt / embarrass / demean / harass / provoke or humiliate another;• misuse of mobile phones by text messaging / calls or images – again to hurt /embarrass / demean / harass / provoke or humiliate another;• unauthorised publication or manipulation of private information or impersonation.

These categories may be inter-related.

Developing an Anti-Bullying Culture

At Downpatrick Primary School staff, pupils and parents work together to create a happy, caring, learning environment. Bullying in any of the above forms will not be tolerated.

It is the responsibility of everyone to aim to prevent occurrences of bullying and to deal promptly with any incidents.

Responsibilities of Staff

Our staff will:

- Foster in our pupils, self-esteem, self-respect and respect for others;
- Demonstrate by example the high standards of personal and social behaviour we expect in our pupils;
- Discuss the implications of bullying for all concerned throughout the school;
- Make children aware of the distinction between bullying and non-bullying behaviour;
- Be alert to the signs of distress and other possible indications of bullying;
- Listen to children who have been bullied, take seriously what they say and act to support and protect them;
- Follow up any complaint by a parent about alleged bullying and report back on the action which has been taken;
- Deal promptly with instances of bullying, in accordance with agreed procedures.

Responsibilities of Pupils

We expect our pupils to:

- Refrain from being involved in any form of bullying;
- Not stand by and simply observe bullying behaviour – offer support to the victim or get help if needed;
- Report to a member of staff any witnessed or suspected instances of bullying;
- Anyone who experiences bullying should tell someone they trust and not suffer in silence.

Responsibilities of Parents

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

- Watching for signs of distress or unusual behaviour in their children;
- Advising their children to report any bullying to a member of staff;
- Explaining the implications of allowing bullying to continue unchecked for themselves or other pupils;
- Advising their children not to retaliate to any form of bullying;
- 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 children are accused of bullying and try to ascertain the truth.

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Raising Awareness of Bullying

- Promote School Ethos at all times (as regards Bullying – be a TELLING / LISTENING / RESPONDING school).
- Issues such as friends, forgiveness, working together etc. will be addressed formally through the RE / PDMU curriculum / Circle Time and informally through the whole school thematic CAPS programme.
- Awareness of Rights and Responsibilities.
- Recognise and reward good behaviour.
- Use of creative learning to enhance social and emotional skills.
- School assemblies – addressing Bullying and providing Anti-Bullying Strategies.
- Vigilant supervision – playground / general school environment.
- Consultation with School Council.
- Promotion of Buddies / Buddy Bench (Specified area in the playground).
- Questionnaires.
- Good parental communication.
- Participation in Anti-Bullying Week (in November each year).
- Use of outside agencies – NSPCC, Childline, PSNI, Behaviour Support Team.
- Staff Training / Effective Communication.

Procedures for dealing with bullying.

When dealing with bullying behaviour the school will aim through the Seven Steps Approach to:

- Stop the bullying behaviour.
- Protect and support the bullied pupil.
- Change the attitude and behaviour of the bully.

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. The emphasis is always on a caring, listening approach as bullies may be victims too and this is often the reason why they in turn bully others.

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 perpetrators and the victims 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 Downpatrick 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 – please refer to Appendix 1 “The Seven Steps”;
- Remain neutral and avoid direct, closed questions;
- Record incidents/meetings on appropriate form (Appendix 2) and send this via the MySchool intranet to the Incident Log.

STAGE 2

If the problem is not resolved staff will:

1. Implement procedures within the hierarchy of sanctions (refer to Positive Behaviour Policy). Sanctions for the bully may include withdrawal from certain activities, loss of break and / or playtimes etc. (See Positive Behaviour Policy) The ultimate sanction is to remove a child from school in a most severe incident.
2. Continue to monitor the situation by close observation at playtimes and have discussions to ensure there is no repetition. The Principal will visit classes to follow up any incidents. As the behaviour of the bully improves, sanctions can be relaxed or lifted. It is then important to praise the child for good behaviour thus rebuilding self - esteem which may have been damaged after being caught bullying or which may have already been low and have been a cause of the bullying.
3. Record details in Incident Log via School Intranet.
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 / Head of Key Stage / Vice Principal / Principal.
5. Contact outside network of support at any stage of the procedures e.g. Education Welfare Officer, Behaviour Support Team, PSNI.

Links with Other Policies

Downpatrick Primary School's Anti-Bullying Policy is set in the context of our Pastoral Care Programme and reflects our School Vision and Aims.

It links with other policies such as:

- Safeguarding & Child Protection
- Pastoral Care
- Positive Behaviour
- Special Educational Needs
- Curricular Policies (PDMU and RE)

Equality, Diversity 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 Reviewing the Anti-Bullying Policy

Implementation of this policy will be monitored by the governors, SLT and Designated Teacher for Child Protection. A report on implementation will be provided annually as part of child protection / pastoral care report. This policy will be reviewed annually and will seek the views and contributions of staff, children and parents.

Useful Websites & Telephone Numbers

Department of Education	www.deni.gov.uk
Northern Ireland Anti Bullying Forum	www.niabf.org.uk
	www.thinkuknow.org
Childline NI	0800 1111
NSPCC (FullStop) campaign	0808 800 5000

Step 1 - meet with the victim

The teacher starts by talking to the victim about his/her feelings. He/she does not question the victim about the incidents but does need to know who was involved

Step 2 – convene a meeting with the people involved

The teacher arranges a meeting with the group of pupils who have been involved. This will include some bystanders or colluders and even friends of the victim who joined in but did not initiate any bullying. A group of six to eight people works well.

Step 3 - explain the problem

The teacher tells the group about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasis his/her distress. At no time does he/she discuss the details of the incidents or allocate blame to the group.

Step 4 – share responsibility

The teacher does not attribute blame but states that he/she knows that the group are responsible and can do something about it.

Step 5 – ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but he/she does not go on to extract a promise of improved behaviour.

Step 6 – leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. He/she arranges to meet with them again to see how things are going.

Step 7 – meet them again

About a week later the teacher discusses with each student, including the victim, how things are going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

Record of a Bullying Incident**Part A Pupil Information:**

Name:		Date of Incident:	
Class:		Date of Report:	
Teacher:		Reported By:	
		Reported To:	

Brief details of incident:

Previous incidents:

Part B Other Parties Involved:

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Part C Action Taken:

1. Teacher has initial meeting with pupil	Date:
2. Teacher convenes meeting with a group of pupils involved (may include bystanders, colluders and friends of victim)	Date:
Names of those present:	
Meeting Checklist:	Problem explained <input type="checkbox"/> Group Ideas <input type="checkbox"/>
Summary / Comments:	
Responsibility delegated <input type="checkbox"/>	
Monitor the situation over the period of a week.	Review Date:

Review of Bullying Incident

Date: _____

Feedback from victim:			
Feedback from group with delegated responsibility:			
Future Action:			
Signature of teacher:		Date:	