HOWARD PRIMARY SCHOOL
ANTI-BULLYING POLICY

Introduction

"Understanding what bullying is and how it affects students allows us to be better equipped to effectively stop bullying behaviours"
(Finger, Craven, Parada & Young, 2007)

Howard Primary School aims to provide a working, caring and happy environment in which the potential of every child can be realised.
We wish to promote in all our pupils such values as will make them caring, responsible citizens.
We believe in the dignity and worth of each individual and in the development of the whole person.
All members of staff share these values and work to ensure a pupil-centred approach in which caring is a shared responsibility of all staff.
These values underpin and shape all our school policies.

We acknowledge that: - "Children have the right to be protected from all forms of violence (physical and mental). They must be kept from harm and they must be given proper care by those looking after them"
(Article 19 United nations Convention on the rights of the Child, 1992).

Aims:
- We believe that all pupils have the right to learn in an environment which is free from intimidation and fear.

- Accordingly, we will work to create an environment within which positive relationships will be fostered and bullying behaviour of any sort will not be tolerated.

- Should bullying occur, the needs of those being bullied will be paramount, and the school will take all reasonable measures to ensure that the situation is resolved and will not reoccur.

- The school will seek to involve and inform parents in all areas of its anti-bullying work.

This policy has been developed consistent with:

Northern Ireland Anti-Bullying Forum - Guidance Document: Effective Responses to Bullying Behaviour 2012.

The Education and Libraries (Northern Ireland) Order 2003.

DE Circular 2003/13 - WELFARE AND PROTECTION OF PUPILS: EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003

We have also taken into account specific articles of the Legislation referring to the welfare and protection of pupils:-:

ARTICLE 17 – DUTY TO SAFEGUARD AND PROMOTE THE WELFARE OF PUPILS

ARTICLE 18 – CHILD PROTECTION MEASURES

ARTICLE 19 – SCHOOL DISCIPLINE: MEASURES TO PREVENT BULLYING

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

'Pastoral Care in Schools: Child Protection' 2017/04

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

Rigby, Ken, New perspectives on Bullying 2002

Links between this policy and other school policies

This anti-bullying policy forms part of the school's overall Pastoral Care policy and reflects our Mission Statement.

Our duty to safeguard and promote the welfare of pupils is addressed through school policies such as Positive Behaviour Policy, Pastoral Care: Child Protection and Acceptable Use of the Internet Policy.

This policy also links with the Child Protection/Safeguarding 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 Protection/safeguarding procedures.

It links with the Positive Behaviour policy in which the school outlines the types of behaviour which are considered appropriate and inappropriate, together with the sanctions which will be used as part of the disciplinary process.

It will also link with policies such as Special Needs and Health and Safety.

Principles

Our school is a community, made up of different people each of whom has a particular entitlement. The principles and values that Howard Primary School holds are:-

- 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 bully or targeted pupil, need to be separated from their behaviour.
- When bullying concerns are identified our school will work in a restorative and solution focussed way to achieve the necessary change.
- Pupils who are targeted will be listened to and supported.
- Pupils who display bullying behaviour will be listened to and supported 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 evenings, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child.

The 2003 Statutory Requirements (Education & Libraries NI Order requires schools to "encouraging good behaviour and respect for others" and in particular prevent all forms of bullying.

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;

- An Awareness raising programme through the Curriculum and involvement in NI Anti-bullying Week

- Workshop on the theme of Anti-bullying P5/6/7 with NSPCC September 2017

- School Council

- Worry Box

- Questionnaires distributed to pupils, parents and whole school staff (May 2017)

- Awareness-raising programmes e.g. P1 Parent Information Afternoon+-, Newsletters, website and pupil & parent notice board.

- On-going Professional Development and support for staff- staff training

- Monitoring effectiveness of our preventative policy- when issue arose how effective were our interventions? What learning is there from these- identify and implement improvement/change.

- Formally review/update policy every 2 years and have it formally adopted by the Board of Governors, signed and dated.

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.'

Examples of bullying behaviour may include:

- **Physical:** kicking, nipping, pushing, tripping
- **Verbal:** name-calling, teasing, spreading rumours
- **Emotional:** excluding from play, threatening, pulling faces, isolation, refusal to work with/talk to /play with/help others, interfering with personal property
- **Cyber-bullying**- misusing mobile phones and internet programmes to humiliate threaten and isolate another.
- **Bullying based on race, religion, culture, gender, perceived sexual orientation**

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

Howard 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 to address prejudice, discrimination and social/ emotional learning.
- Promotion of Playground Friends / Helpers
- Questionnaires.
- Regular parental communication.
- Awareness raising e.g. 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.
- Creating Safe havens for vulnerable pupils in identified "hot spots" e.g. through seating arrangements, movement between classes, peer support arrangements

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/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 Incidents of Bullying

Each case of bullying will be dealt with individually and follow up action will be tailored to meet the needs of the individual pupils involved.

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 child who has been bullied.

3. Change the attitude and behaviour of the child against whom the accusation has been made.

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 all involved 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 Howard 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, Vice-Principal, Principal. Incidents will be recorded as appropriate.

A follow-up meeting/discussion will be held to monitor and to assess whether the solution has been effective or not

STAGE 2

If the problem is not resolved staff will:

- Work with pupils concerned to devise a plan for resolution of the conflict. This will include targets for acceptable behaviour.

This plan and appropriate interventions will be planned making reference to the School's Positive Behaviour Policy and NIABF Interventions Framework and Guidance Document: Effective Responses to Bullying Behaviour 2012.

- Continue to monitor the situation and follow procedures as agreed. (See Appendix 1 Procedure for recording an incident – significant/repeated/or serious one-off incident).
- Record details as appropriate (See Appendix 2 Bullying Incident Form).
- 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 / Vice Principal / Principal.

- Contact outside network of support at any stage of the procedures to obtain advice, support or make a referral to relevant support services e.g. Education Welfare Officer, Behaviour Support Team, Education Psychology, Pupil Personal Development Team/ Child Protection Support Services, PSNI.

Reviewing the Situation

The situation will be monitored and reviewed within one month of the initial report. This will be carried out by the Principal/ Vice Principal or Designated Teacher.
If the matter is satisfactorily resolved, file details of the incident.
Further Action should will be taken and to continue to monitor and review until resolved.

Individual Responsibilities

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy of Howard 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.

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.
- Respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change in accordance with agreed procedures.

The Responsibilities of Pupils

We expect our pupils to:
- Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- Intervene to support any pupil who is being bullied, unless it is unsafe for them to do so.
- Report any concerns or instances of bullying witnessed or suspected, to a member of staff to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Have the courage to speak out, to put an end to their own suffering and that of other potential targets.

The 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, which might be evidence of bullying.
- Advising their children to report any bullying to **(Mrs McWilliams/Mr McIlwaine /their class teacher)** and explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying behaviour.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keeping written records 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 is involved in a bullying concern, to resolve the difficulty in a way which stops the behaviour recurring and meets the needs of all children

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

Professional Development of Staff

- All staff has been involved in the review of the policy, including definition and levels of intervention.

- Mrs McWilliams received training in appropriate interventions in line with NIABF's Guidance document: Effective Responses to Bullying Behaviour   June 2014
  Mrs Kingston will receive training in appropriate interventions in line with NIABF's Guidance document: Effective Responses to Bullying Behaviour   November 2017
  Staff received training in appropriate interventions in line with NIABF's Guidance document: Effective Responses to Bullying Behaviour Autumn Term 2017

- We may identify relevant future training needs within the School Development Planning Process

MONITORING AND REVIEW OF POLICY

This policy was formulated by the Pastoral care co-ordinator in consultation with school Governors, staff, pupils and parents. It will be reviewed every 2 years and/or 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 a copy of this policy available to all parents or A copy will be placed on the school's website.

Signed: _____   Date: _____

              PRINCIPAL:

Signed: _____   Date: _____

     Chair of the Board of Governors

Reviewed by staff: 30th September 2017

Parental Consultation: September 2017

: Adopted by Board of Governors 5th October 2017

APPENDIX

USEFUL WEBSITES, TELEPHONE NUMBERS and REFERENCES.

Department of Education   www.deni.gov.uk

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

www.thinkuknow.org

Childline NI   www.childline.org.uk/bulling Tel 0800 1111

NSPCC (FullStop) campaign   Tel 0808 800 5000

Bullying Concern Assessment Form

PART 1 - Assessment of Concern

Our School's Definition of Bullying is			
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.'			

	Name(s)	**Gender**	**DOB** **& Year Group** **(if Pupil)**
Person(s) reporting concern		M / F	
Target			
Other(s) involved in incident/concern			
Does the behaviour involve? ☐ Individual to individual 1:1 ☐ Individual to Group ☐ Group to individual			

Type of incident and Theme (if applicable):

❑ Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons)

❑ Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours)

❑ Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others)

❑ Cyber (through technology such as mobile phones and internet)
❑ Disability (related to perceived or actual disability)
❑ Homophobic (related to perceived or actual sexual orientation)
❑ Racist (related to skin colour, culture and religion)
❑ Sectarian (related to religious belief and/or political opinion)
❑ 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 <u>undertaken</u> 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 <u>undertaken</u> 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: