

Together Everyone Achieves More

Ballyhackett Primary School

Ballyhackett PS



Castlerock

Anti-Bullying Policy

RATIONALE

Ballyhackett PS is completely opposed to bullying and will not tolerate it in any way. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

MISSION STATEMENT

Ballyhackett PS is a community of learning for all our pupils, staff, parents and wider community, and as a Catholic school, we promote faith, high academic achievement and learning for life.

Aims As our primary target is our pupils, we achieve our vision by working with children to:

- *Have high self esteem - respecting themselves, others and the environment*
- *Develop enquiring, curious, imaginative and creative minds*
- *Become highly motivated life-long learners*
- *Welcome, respect and cherish those of diverse identities*
- *Nurture an enjoyment, love and enthusiasm for learning*
- *Develop their sense of faith, service, prayer and worship*
- *Promote a spirit of charity, social awareness and concern for others*
- *Be flexible, adaptable and to become problem-solvers*
- *Be able to work both independently and collaboratively*
- *Achieve high levels of literacy, numeracy and technological skills*
- *Question, dream and be confident enough to persevere*
- *Always strive for better.*

PRINCIPLES

- Pupils have a right to learn free from intimidation and fear
- The needs of the victim are paramount
- Our school will not tolerate bullying behaviour
- Bullied pupils will be listened to
- Reported incidents will be taken seriously and thoroughly investigated

DEFINITION OF BULLYING

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

It is a form of unacceptable behaviour that is repeated over a period of time, involves an imbalance of power over another, and is intentionally hurtful.

FORMS OF BULLYING

There are many different ways that bullying behaviour can be displayed. This could include:

- Physical violence such as hitting, pushing or spitting at another pupil
- Interfering with another pupil's property, by stealing, hiding or damaging it
- Using offensive names when addressing another pupil
- Teasing or spreading rumours about another pupil or his/her family
- Writing offensive notes or graffiti about another pupil
- Excluding another pupil from a group activity
- Ridiculing another pupil's appearance, way of speaking or personal mannerisms

CYBER- BULLYING: Misusing technology (internet or mobiles) to hurt or humiliate another person is fast becoming a growing problem in society, and one that we must take vigilance off in school. Much of this will invariably occur beyond the school day but it may eventually impact upon relationships in school as a consequence.

LINKS WITH OTHER SCHOOL POLICIES

As Bullying can cross many social interactions within school, there are intrinsic links to other policies within the pastoral domain, namely:

Pastoral Care; Child Protection; Positive Behaviour / Discipline Policy; Acceptable Use of the Internet Policy.

PARTICIPATION & CONSULTATION PROCESS

The whole school community shall be involved in addressing the bullying issue in our school through;

- Awareness raising programmes (Curriculum & parent information leaflets)
- Survey/questionnaires distributed to pupils, parents and whole school staff
- Obtaining the views of elected student representatives e.g. class/school councils
- Seeking the views of parents at information/parent evenings
- Monitoring evaluation and review

RESPONSIBILITIES OF ALL STAKEHOLDERS.

The Responsibilities of Staff

Our staff will

1. Foster in our pupils self-esteem, self-respect and respect for others
2. Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
3. 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 a teacher about bullying when it happens
4. Be alert to signs of distress and other possible indications of bullying
5. Listen to children who have been bullied, take what they say seriously and act to support and protect them
6. Report suspected cases of bullying to the Designated Teacher for Child Protection (Mrs Mc Ginley) Principal & Deputy Designated Teacher for Child Protection (Mrs Kealey)
7. Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken
8. Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures

The Responsibilities of Pupils

We expect our pupils to:

1. Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity
2. Intervene to protect the pupil who is being bullied, unless it is unsafe to do so
3. 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

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.

The Responsibilities of Parents

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

1. Watching for signs of distress or unusual behaviour in their child/ren, which might be evidence of bullying
2. Advising their child/ren to report any bullying to Mrs Kealey (Principal), Mrs McGinley), or to the class teacher, and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils
3. Advising their children not to retaliate violently to any forms of bullying
4. Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken
5. Keep a written record of any reported instances of bullying
6. Informing the school of any suspected bullying, even if their children are not involved
7. 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 bullied and for the bullies themselves.

The Responsibilities of All

Everyone should:

Work together to combat and minimise the effects of bullying from our school.

PREVENTATIVE MEASURES.

1. Promote School Ethos at all times
2. School rewards scheme
3. Awareness of Rights and Responsibilities
4. Recognise and Reward Good Behaviour
5. School Assemblies - addressing Bullying and providing Anti-Bullying Strategies
6. Vigilant supervision - playground / general school environment
7. Consultation with School Council
8. Use of Alive O Programme
9. Participation in the annual Anti-Bullying Week, with associated relevant learning activities
10. Use of PDMU lessons / Circle Time
11. Questionnaires- pupils, parents and teachers.
12. Good Parental Communication - Consultation / Questionnaire
13. Awareness of Anti-Bullying Week (in November each year)
14. Use of Outside Agencies - NSPCC, Childline, PSNI, Behaviour Support Team
15. Staff Training / Effective Communication
16. Use of Creative Learning to enhance social and emotional skills

PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING BEHAVIOUR

The following steps will be taken when dealing with incidents: (See Appendix 1 & 2)

- 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 always be taken seriously**
- Steps shall be taken to ensure the child feels safe and secure
- Significant incidents will involve further investigation and recording
- A clear account shall be reported to Principal/ Class Teacher/ Designated or Deputy Designated Teachers for Child Protection
- Significant or repeated incidents will require parents to be informed
- Disciplinary measures / sanctions, which are proportionate, will be explained and used
- Records will be kept of all reported incidents of bullying
- If necessary relevant professionals will be contacted eg. EWO, Behaviour Management Team, Education Psychology, etc.

Resources and training

The Principal, in conjunction with Designated Teacher will ensure that all staff are familiar with this policy and training of staff is arranged and updated as necessary. Material resources will be budgeted for accordingly.

MONITORING AND REVIEW OF ANTI-BULLYING POLICY

Implementation of this policy will be monitored by the Principal and Designated Teacher for Child Protection. A report on implementation will be provided annually to the Board of Governors, within the overall report on Pastoral Care provision.

This policy will be formally evaluated and reviewed with the whole staff every 2 years. Consultation and valuable input will be sought from the whole school community, parents/carers and pupils.

AT ALL TIMES CHILDREN'S CONCERNS ARE OUR CONCERNS

Appendix 1

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
- The Principal
- The Designated Teacher for Child Protection

STEP 2

INVESTIGATION OF AN INCIDENT

- This will normally be carried out by the Principal/Designated Teacher for Child Protection, in co-operation with the class teacher / adults involved
- Pupils involved will be interviewed and a record made of their responses using the school's incident report form (see appendix 2)
- Parents of all pupils involved will be informed of the school's action up to this point and kept informed of subsequent action

STEP 3

AGREEING A PLAN FOR RESOLUTION

- Principal/Designated Teacher will devise a plan for resolution of conflict
- Targets for acceptable behaviour will be set out including support measures for ALL pupils concerned
- Any disciplinary action required will use the system of sanctions as set out in the school's Discipline Policy/ Positive Behaviour Policy

STEP 4

REVIEWING THE SITUATION

- Situation will be monitored and formally reviewed within one month of initial report
- This may involve Principal, Designated Teacher, class teacher, staff community, pupils and/or parents concerned.

STEP 5

INVOLVEMENT OF OTHER AGENCIES

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

Date: _____ Ratified by the BOG

Signed _____ Principal

Signed _____ Chair of the BOG

Alleged Bullying Incident (Appendix 2)

Name of child:

Date _____

Names of other children involved:

Details of alleged incident; (include where, when, who was involved and any witnesses that saw the incident)

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Signed: _____ DT

Signed: _____Principal

2.2 PUPIL(S) WHO HAS BEEN DISPLAYING BULLYING BEHAVIOUR:

REFER TO LEVEL 1-4 INTERVENTIONS

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

Provide outline details of the level and type of intervention with:

☐ peer group _____

☐ whole class _____

☐ On-going support/monitoring to be provided _____ (Daily, Weekly) by _____ (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

☐ Other (please specify)

PART 3- ON-GOING RECORD OF SUPPORT AND INTERVENTIONS

REFER TO LEVEL 1-4 INTERVENTIONS

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

Name and designation of the teacher completing this form:

Signed: _____ Date: _____

PART 4 - STATUS OF CONCERN

This concern is now resolved: ☐ yes

- ☐ Copied to _____
- ☐ Filed (Interventions complete, issue resolved, record maintained)

When concern is not resolved:

Further intervention/ Required

- ☐ Review information and action to date
- ☐ Refer to VP/Principal/Head of Pastoral Care
- ☐ Re-assess Level of Interventions; Implement other strategies from appropriate level
- ☐ Assign tasks, record and monitor as in Part 2 & 3

Name and designation of the teacher completing this form:

Signed:

Date

Outline of incident(s) Attach all written accounts/drawings of incident(s) completed by bullied pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.

PART 2 - Details of interventions to be implemented in response

2.1 PUPIL(s) WHO HAS BEEN BULLIED:

REFER TO LEVEL 1-4 INTERVENTIONS

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

Provide outline details of the level and type of intervention with:

☐ peer group _____

☐ whole class _____

On-going support/monitoring to be provided _____ (daily, weekly
by _____ (named staff) and will be formally reviewed by
_____ (date)

Have parent(s) been informed / involved? Yes / No (Give details)

Referral to other agencies- If yes please specify _____

Any other details (please specify) _____

Bullying Concern Assessment Form

PART 1 - Assessment of Concern

Date _____

Our School's Definition of Bullying is:

	Name(s)	Gender	DOB/Year Group (if Pupil)
Person(s) reporting concern		M / F	
Name of targeted pupil(s)			
Name of Pupil(s) involved			
Does this behaviour involve? <input type="checkbox"/> Individual to individual 1:1 <input type="checkbox"/> Individual to Group <input type="checkbox"/> Group to individual <input type="checkbox"/> Group to group			

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)
-
- ☐ Disability (related to perceived or actual disability)
- ☐ Cyber (through technology such as mobile phones and internet)
- ☐ 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 _____

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 harmful behaviour? Yes / No

Does this incident meet your school's agreed definition of bullying? Yes / No

Check records for previously recorded incidents