

Lisbellaw Primary School



Anti - Bullying Policy

Chair of Governors: Mr G Black

Date: November 2021

Principal: Mr J Kilfedder

Date: November 2021

Review Date: November 2024

RATIONALE

Lisbellaw Primary School is completely opposed to bullying behaviour which is entirely contrary to the values and principles that we work and live by.

Our Vision Statement says

“We will all work together in a caring environment where tolerance, respect for others and a readiness to listen are essential.”

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.

DEFINITION

In this Act “bullying” includes (but is not limited to) the repeated use of—

(a) any verbal, written or electronic communication,

(b) any other act, or

(c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

(2) For the purposes of subsection (1), “act” includes omission.

In summary bullying ‘is usually repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others.’

REF: ADDRESSING BULLYING IN SCHOOLS ACT (NORTHERN IRELAND) 2016

For the purposes of the Addressing Bulling in Schools Act (N.I 2016): This policy is therefore designed to address any bullying behaviour within the parameters of our responsibility as a school staff. This extends from our supervisory responsibilities in the morning (8.45am onwards, unless being supervised in Breakfast Club) until a child leaves school at the end of the school day.

Incidents involving children who travel to and from school by bus, will be investigated and children supported, but we are limited as to the actions we can take as the children are not being supervised by school staff. We will support the Education Authority offices dealing with such incidents where it is applicable.

School cannot be held responsible for bullying behaviour which takes place outside of school contact hours, no matter what form of bullying behaviour this may take. We will, of course, work with others to help address any bullying behaviour. Offering support and refreshers of anti-bullying behaviours.

PRINCIPLES

In Lisbellaw Primary School

- Pupils have a right to learn free from intimidation and fear.
- Any reported concerns about bullying behaviour will be taken seriously.
- Pupils who believe they have been the target of bullying will be listened to.
- The safety needs of the child who has been ‘targeted’ are paramount
- Our school will not tolerate bullying behaviour.
- School staff will be equipped to respond to incidents in a way which meets the support needs of both the pupil who has been targeted and the pupil who engages in bullying behaviour, to affect positive change.

FORMS OF BULLYING

- 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.
- Be-littling another pupil's abilities and achievements.
- 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.
- Intentionally* aggressive acts against a peer.
- Misusing technology (internet or mobiles) to hurt or humiliate another person.

The above list is non-exhaustive and there may be other behaviours that are included as bullying.

*discretion is applied for example, accounting for individual pupil's development age or capacity to understand the impact of their behaviours.

PURPOSES

All members of staff in Lisbellaw Primary School reject bullying behaviour in any form and are committed to eradicating it from the school.

- We aim to develop an anti-bullying culture where pupils have a right to be taught in a safe environment free from threats of abuse.
- We recognise that all pupils have a responsibility to behave in a caring manner towards others, to reject bullying behaviour and to report incidents to the staff.
- All staff will be aware of children with Special Needs including those who are on the Dyslexic continuum who may be more vulnerable to incidents of bullying behaviour.
- All reported cases involving bullying behaviour will be investigated fully.
- We will listen to, consult, protect and support the target at all times.
- All appropriate steps will be taken to support the pupil(s) who have engaged in bullying behaviour helping them change their behaviour.
- Parents who have raised concerns will be kept fully informed throughout the process.
- We will endeavour to create an environment where bullying behaviour is foreign both in concept and practice.

RESPONSIBILITIES OF ALL STAKEHOLDERS

ROLE OF THE 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 of our pupils.
- Discuss bullying with Years 3 – 7 and good friendships with Years 1 and 2. In this way every pupil will learn about the damage bullying causes to both the child who is bullied and to the bully, and the importance of telling the teacher about bullying when it happens.
- 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 act to support and protect them.
- Report suspected cases of bullying to Mr J. Kilfedder (Principal) and Mrs S. Auterson (DT)
- Follow up any complaint by a parent about bullying, and report back promptly and fully on action, which has been taken in line with our school Complaints Policy.
- Deal with observed instances of bullying promptly and effectively in accordance with agreed procedures.
- Complete a Bullying Concern Assessment Form and ensure that this is stored in the Anti-Bullying Log in the school office.
- Keep a written record of any reported instances of bullying using agreed format – ***balanced, non-subjective and dated.***

ROLE OF THE BOARD OF GOVERNORS

- Regularly review policies, procedures and reporting arrangements, including those relating to child protection/ safe guarding, anti-bullying and positive behaviour management.
- Review the record of bullying incidents or of alleged bullying incidents within school on a regular basis.
- Assess the effectiveness of the Anti-Bullying Policy and policies which support it – Positive Behaviour, Child Protection etc

ROLE OF THE PRINCIPAL

- Collate, log and store data on SIMs
- Provide feedback to the BoG on reports of bullying or alleged bullying incidents
- Support staff as they address bullying or alleged bullying incidents
- Work collaboratively with staff to assess the information against the criteria, deciding if a one off incident should be regarded as a bullying behaviour.
- Where necessary work with the SLT and SENCO to access relevant support services such as Behaviour Support, Educational Welfare, Child Protection Services, Autism Advisory and Intervention service.

ROLE OF THE PUPILS

We aim that our pupils will:

- Refrain from becoming involved in any kinds of bullying, even at risk of becoming temporarily unpopular.
- 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 reduce any climate of secrecy and help prevent further instances.
- Engage with Anti- Bullying activities and support our Playground Pals programme.
- Follow the Golden Rules as set out in school.
- Model positive behaviour and foster good friendships.
- Recognise their own roles in preventing bullying.
- Pupil voice is included when drawing up class rules/charter

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.
- Seek the help of staff in their class or the DT and DDT

Any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. All pupils are encouraged to 'seek help' if they are concerned about bullying behaviour that they have experienced or is experienced by another.

ROLE OF THE 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 their class teacher, Mrs S Auterson (Designated Teacher for Child Protection) or Mr J Kilfedder (Principal) and explain the implications of allowing the bullying to continue unchecked, for themselves and other pupils.
- Advising their children not to retaliate to any form of bullying;
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken.
- 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.
- Have an understanding of the school's definition of bullying (as outlined in this policy)
- Engage with the consultation process used to create and update the school Anti-Bullying Policy.

THE RESPONSIBILITIES OF ALL

Everyone should work together to combat and, hopefully in time, eradicate bullying.

When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the well-being of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviours.

PREVENTATIVE MEASURES

We will have a Positive Behaviour Management Programme, which includes:

- Positive affirming classrooms. (Golden Rules agreed by all pupils.)
- Changing pairs (in different groupings, encourage children to have different partners.)
- Class projects (group work)
- Circle time
- Lunch-time supervisors training (need to be vigilant)
- Playground Pals
- Zoned Playground areas
- Promote a listening environment where children feel free to talk about and discuss their concerns.
- Anti – Bullying Week.

- Assemblies led by pupils.
- NSPCC – Keeping Safe programme is used throughout school
- Bee Safe Programme by P.S.N.I.
- Healthy Me – Action Mental Health programme
- P.D.M.U.
- Clubs – supporting peer relationships through sport, creative arts, I.C.T and games etc
- Developing a culture pride in their school and community – reminders of behaviour expectations whilst travelling to and from school.
- Moving on – SUNI dealing with conflict in friendships (Year 7)
- Emotional Intelligence (each month focusing on one emotion and developing the vocabulary).
- Regular engagement with transport providers (E.A bus drivers etc) to ensure effective communication and early identification of any concerns.

PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING BEHAVIOUR

Staff are expected to respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change being achieved through implementing the procedures set out in the Positive Behaviour & Anti-Bullying Policies

The Process

- Gather and clarify the facts and perceptions
- Check:
 - That the behaviour constitutes bullying behaviour as defined in the School Policy.
 - Records of any previous incidents.
- Complete the **Bullying Concern Assessment Form**.
- On the basis of this initial assessment, using the intervention levels (1-4)
 - Choose an appropriate intervention
 - Ensure effective communication amongst all parties
 - In addition, consider the possible need for:
 - Parental involvement
 - SENCO involvement
 - Risk assessment
 - External agency involvement

A - Criteria not met

If on the basis of the information gathered the criteria for Bullying Behaviour HAS NOT BEEN MET then socially unacceptable behaviours will be dealt under the school's Positive Behaviour Policy or addressed as appropriate, through the SEN Code of Practice & details recorded (SIMS Behaviour Management Module may be used)

B – Criteria met

If, on the basis of the information gathered, the criteria for Bullying Behaviour HAS BEEN MET the policy should set out the process/procedures to be followed.

- the Code of Practice is used to develop agreed Action Plans for BOTH targeted pupil/s AND pupil/s displaying bullying behaviours, if it is being used.
- Support details are recorded on the Bullying Concern Assessment Form and logged in the Anti Bullying File as a record. SIMS Behaviour Management Module will be updated, if it is being used.

- Refer to the support materials provided on the intervention/strategy selected.
- Monitor and evaluate the on – going effectiveness of the chosen strategy.
- Record actions taken and outcomes achieved.
- Review the outcomes to determine whether further action is required.

RECORD KEEPING

School will:

Keep a central record on all bullying or alleged bullying incidents that occur while:

- (a) on the premises of school during the school day
- (b) travelling to or from school (see previous definition for clarity on travel)
- (c) the pupil is in the lawful control or charge of a member of the staff of the school

When dealing with allegations of bullying behaviour teachers will use the Bullying Incident Form (see resources) all of these files are stored centrally in a secure cupboard in the school office. These forms should include:

- Information gathered e.g from those involved, key bystanders etc.
- The method/s of bullying – physical, verbal, emotional, cyber etc
- Action/ support provided for both the target/ pupils displaying the bullying behaviour/ monitoring from staff.
- Parental involvement
- Principal's comment

* It is important to note that not all discussions/information gathering, are of a formal nature; many can be done in an informal/pastoral manner in the course of daily interactions etc.

All records will be maintained in line with relevant data protection legislation and guidance. Collated information regarding incidents of bullying and alleged bullying behaviour, will be used to inform the future development of anti-bullying policy and practice within the school.

PARTICIPATION AND CONSULTATION PROCESS

- Questionnaires distributed to pupils, parents and whole school staff.
- Obtaining the views of pupils e.g. School Council.
- Making the parents aware through Curriculum Information Evening (September).
- Monitor, Evaluate and Review.
- SLT will use information gathered to identify patterns and trends. Inform and guide policy development through consultation with parents/carers, staff, Governors and pupils.

PROFESSIONAL DEVELOPMENT

Staff will be provided with support and training for professional development in implementing and dealing with bullying issues as required by the Addressing Bullying in Schools Act NI 2016.

- Safeguarding training is provided for Governors and all staff both teaching and non-teaching,
- Safeguarding and Child Protection Records are kept and updated regularly
- Relevant future training needs will be addressed in conjunction with the school development planning process.

- The principal and SLT will monitor and assess the impact of training on both policy and practice, making amendments where necessary.

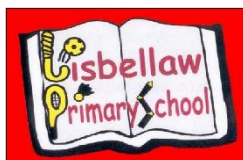
LINKS WITH OTHER SCHOOL POLICIES

- Pastoral Care
- Child Protection
- Positive Behaviour
- Acceptable use of the Internet/E – Safety Policy
- Special Needs Policy
- Relationships and Sexuality Policy
- Staff Code of Conduct

The co-ordinator for Pastoral Care will regularly monitor and evaluate the effectiveness of this policy through:

- Checking the number of reports of bullying. This will also be reported to the Principal and the BoG on a regular basis.
- Discussing with staff annually the content of their schemes for P.D.M.U.
- An annual review of resources.

Review Date	Changes made	By whom	Date shared with staff
August 2017	Name of DT	Mrs R. Coalter	10.10.17
August 2018	Incident form added	Mr Kilfedder	August 2018
August 2019	Mrs Logan removed	Principal	August 2019
November 2021	Introduction of Anti Bullying NI Act	Mrs Auterson	



Bullying Concern Assessment Form

Bullying 'is usually repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others.'

NAME OF STAFF MEMBER(S) INVOLVED

	Name (s)	Gender	Class/Year
Complainant(s)			
Alleged child/children who has/have been bullied (if different from above)			
Alleged child/children who has/have displayed bullying behaviour			

Date of incident:

Location of incident:

Type of incident: Please tick/circle appropriate types

Physical Bullying (includes jostling, physical intimidation, interfering with personal property (stealing, damaging, intruding upon it) punching/kicking, any other physical contact which may include hair pulling, spitting or use of 'weapon', extortion, writing/drawing offensive notes.)

Verbal Bullying (includes name calling, insults, jokes, threats, spreading malicious rumours, ridicule of another's appearance/disability/personal mannerisms/way of speaking, humiliating another publicly, mocking, sarcasm, intimidation)

Emotional Bullying (includes isolation, refusal to work with/talk to/play with/help others, mobbing the individual, belittling another's abilities, or achievements, menacing looks, stares or rude gestures)

Cyber Bullying (please specify) _____

Other _____

Details of Incident

Action/support for child/children who has/have been bullied i.e. on-going support / monitoring from staff (including time frame of follow up action required)

Parental involvement (please specify e.g. dates and details of information received)

Principal's comment

Signed: _____ Designated Teacher for Child Protection

Signed: _____ Principal

Please attach any other relevant information or evidence to this form.0