

# CARRYDUFF PRIMARY SCHOOL



## **Anti-bullying Policy**

*Reviewed October 2016*

## Carryduff Primary School

### Policy Statement

The anti-bullying policy reflects the school mission statement with a view to providing a safe, secure and caring environment where there is effective learning and teaching and everyone has the best possible opportunities to develop to their full potential. The school aims to foster values of tolerance and mutual respect through promoting the self esteem of all members of the school community. In Carryduff Primary School bullying behaviour is contrary to the school ethos.

### Aims

- To prevent, reduce and eradicate bullying.
- To adopt a consistent approach to dealing with incidents of bullying.
- To create an emotionally safe environment where positive relationships can develop.
- To ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success.

### Definition

**Bullying can be defined as “behaviour which produces damaging or hurtful effects, physically or emotionally, to any individual”.**

Bullying can take many different forms:

- Physical: kicking, hitting, tripping, pushing, spitting, or stealing, hiding or damaging individual’s property, etc.
- Verbal: inappropriate language, malicious gossip, offensive name-calling, spreading rumours, teasing, etc.
- Social/non-verbal: excluding from a group activity, offensive gestures, getting people into trouble, unpleasant notes/text messages, graffiti, etc.
- Emotional: personal comments/graffiti about others, making people feel unhappy/isolated, ridiculing another’s appearance, way of speaking, or mannerisms, belittling abilities/achievements.
- Racial and homophobic bullying.

These categories may be inter-related.

### Strategies to Prevent or Reduce Bullying

Carryduff Primary School will establish and maintain the following strategies to prevent and reduce bullying behaviour:

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 school behaviour pledge, playground and classroom rules.

Ensure that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of their responsibilities to prevent and reduce bullying.

Ensure that awareness is raised through:

- Staff training |(teaching and non-teaching staff) to ensure that all individuals are competent in implementing the policy.
- Areas of the curriculum.
- Communicating the policy to all members of the school community.

Ensure that agreed procedures are in place for effectively dealing with bullying.

Ensure that all members of the school community take proactive measures, especially in key areas and at key times, to reduce the risk of bullying behaviour occurring.

Ensure that the policy is implemented.

Ensure that the policy is reviewed and updated every two years, or more regularly if considered necessary.

### **The School's View**

This school is completely opposed to bullying and will not tolerate it. 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.

### **Individual Responsibilities**

All members of the school community have a key role in promoting, implementing and supporting the anti-bullying policy of Carryduff Primary School. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered.

When dealing with bullying behaviour the school will aim to:

1. Stop the bullying behaviour.
2. Protect and support the bullied pupil.
3. Change the attitude and behaviour of the bully.

### **The Responsibilities of Staff**

**Our staff will:**

- Provide a safe, secure and caring environment;
- Promote and sustain good behaviour;
- Set out clearly the expectations of behaviour in classroom and the playground;
- Listen to all reports of bullying;

- Address each situation in line with procedures;
- Work collaboratively with all relevant members of the school community developing positive partnerships with parents.
- Foster in our pupils self-esteem, self-respect and respect for others;
- Demonstrate by example;
- 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;
- 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 key stage head, Principal, designated teachers for child protection as appropriate;
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken;
- Deal with observed instances of bullying promptly and effectively, in accordance with the school's policy.

### **The Responsibilities of Pupils**

#### **We expect our pupils to:**

- Follow the school's code of conduct;
- Avoid inappropriate behaviour which might be considered as bullying;
- Be respectful and supportive to others;
- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity;
- 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. If you are being bullied or if another pupil is being bullied – **TELL SOMEONE**.

#### **Anyone who becomes the target of bullies should:**

- Not suffer in silence, but have the courage to speak out, to put an end to his/her own suffering and that of other potential targets.

### **The Responsibilities of Parents**

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

- Work in partnership with the school;
- Report any concerns to the school;
- Discourage behaviours which might be considered as bullying;
- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day;
- Contact the school to arrange an appointment with the appropriate member of staff to discuss concerns;
- 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, 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;
- 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, 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, hopefully in time, to eradicate bullying

### **Curriculum**

Pupils will be actively taught about Anti-Bullying throughout the school. Examples of activities are as follows:

- All pupils will participate in activities for National Anti-Bullying Week
- At least one assembly per year will focus on Anti-Bullying
- PDMU units will explore themes of friendship and inclusion
- P4-P7 pupils will participate in weekly PATHsPlus lessons
- Friendship Group will provide some pupils with opportunities to develop social skills

### **PATHsPlus Programme**

From September 2016 all pupils from P1 to P7 participate in this PDMU programme which focuses on developing self-esteem and emotional literacy amongst our pupils. The scheme comprises 2 x weekly lessons for all pupils and a 10 week Friendship Group programme for children encountering social difficulties.

For the academic years 2014/15 and 2015/16 the school received support from Barnardos in the implementation of the scheme.

### **Reporting**

Children who are the victims of physical attacks, name calling, bullying should tell their class teacher who will investigate and take appropriate action.

Some children may prefer to tell their parent first. If this is the case the parent should follow the reporting procedure attached. The Incident Report Form may be completed by the parent if the teacher considers this is appropriate.

### **Reporting procedure for parents**

1. If your child tells you that he/she is being hurt at school, listen carefully to what the child has to say. Please try to remain calm and use gentle questioning to get as clear a picture of the situation as you can.

2. Ask yourself if this is just a 'falling out' between children, which can happen often, or if it is a case of real bullying as defined in the policy statement.
3. If you are convinced that your child is being hurt, complete the Incident Report Form and contact the school without delay. If your child feels uncomfortable about you visiting the school, a home visit by the school's EWO might be appropriate.
4. Sometimes a child who is being subjected to bullying can think that there must be something wrong with him/her. Please try to reassure the child that the problem lies with the bully and not with the victim.
5. After the allegation has been reported and investigated you will be informed of the outcome normally within five working days. Please allow the school the time and space to complete the investigation.
6. Disputes which arise can sometimes have their origins outside and spill over into the school, or vice versa. It is only incidents that happen at school or on school based activities which can be responded to. Behaviour outside of school is the responsibility of parents, but the school does demand that pupils wearing school uniform conduct themselves in a dignified manner at all times in order to uphold the good name of the school.

**The procedures to be followed in school by the staff following a bullying incident are:**

1. Class teacher will remind children of the expectations of behaviour in classroom and the playground.
2. The incident or report will be taken seriously. The concerns of pupils and parents will be listened to.
3. The incident will be investigated by interviewing children involved and any witnesses to find out the facts and identify those involved.
4. Employ the most appropriate strategy to deal with the individual bullying incident:
  - Co-operative group work
  - Circle Time
  - Circle of Friends
  - Method of Shared Concern
  - Mediation
  - Assertiveness Training
  - The No Blame Approach
  - Active Listening/Counselling Based Approaches
  - Working with the bully and working with the bullied person
5. Reassure the victim giving help, support and advice.
6. Make it plain that you disapprove of bullying behaviour.
7. Encourage the aggressor to see the victim's point of view.

8. If the problem is not resolved, implement procedures within the hierarchy of sanctions (Appendix 1). Explain any punishment clearly and why it is being given. Stress that it is the behaviour and not the person that is unacceptable.
9. Continue to monitor the situation.
10. Contact parents if necessary at any stage of the procedures, depending on the seriousness of the bullying, eg, phone call, letter or request for interview by teacher responsible/Principal.
11. Record bullying incidents as appropriate. (Incident Report Form, Behaviour Report Form or Detention Form.) Class teacher must always be informed.
12. When there is a pattern of bullying incidents developing, a senior member of staff and Principal should be informed as appropriate. The designated teacher should also be informed.
13. Children and parents may be required to sign the School Behaviour Pledge at any stage.
14. If necessary, contact outside network of support at any stage of the procedures, eg, Education Welfare Officer, Behaviour Support Team, Police.

### **Our Playground Rules**

1. We try to treat everyone as a friend.
2. We play games that everyone can share.
3. We care for each other in the playground.
4. We never do anything which would hurt another person, ie, we never push, hit, play rough games, call names, say unkind words, etc.
5. We respect the grown-ups on duty.
6. We keep our playground tidy.
7. We stop playing when the bell rings and then walk quickly and quietly to our lines.

### **Links with other Policies**

Carryduff Primary School's Anti-Bullying Policy is set in the context of our Pastoral Care Programme and reflects our Mission Statement. It links with other policies such as:

Behaviour  
Child Protection and Pastoral Care  
Special Educational Needs  
Social Communication Unit  
Safe Handling & Use of Reasonable Force  
Curricular Policies

## SANCTIONS

Remember:

- Rewarding good behaviour, giving praise, encourages a positive attitude and helps to shape the behaviour of pupils. Behaviour which is rewarded is more likely to be repeated.
- When a child does something wrong any action taken should be accompanied by/include:
  - (a) an explanation of why this behaviour is wrong
  - (b) an explanation of the right way to behave in this situation in the future
- Everyone can learn new behaviour.
- Some children may need teaching, advice and counselling because they genuinely don't know how to behave. Their behaviour patterns may be based on different home values, attitudes and parenting skills. An individual education plan may need to be drawn up and discussed with the parents so that the child's ability to reach behaviour targets over a period of time can be assessed.

To make the punishment positive:

- Use a respectful but assertive tone of voice
- Focus on the behaviour, not the child
- Discuss the situation with the pupil
- Minimise embarrassment and hostility
- Encourage positive behaviour
- Reach an agreement
- Give clear choices and explain consequences to enable pupils to take responsibility
- Ask pupil to suggest a punishment
- Say something positive and if appropriate suggest something less severe
- Get the child to acknowledge the feeling that you have been fair to him.



**BEHAVIOUR**

**SANCTIONS**

**Level 1**

Occasional and deemed to be less serious, but which interfere with teaching and learning

Tapping on desk  
Fiddling/fidgeting  
Talking  
Shouting out  
Swinging on chair  
Sulking  
Sniggering  
Humming  
Complaining  
Interfering/hiding other children's belongings/work  
Leaving seat when not allowed  
Not listening

The look!  
Hand sign  
Ask child not to do it  
Reasoning with the pupil  
Verbal reprimand/warning  
Time out in classroom  
Additional work  
Remove small privileges  
Explain why wrong and how to behave in future

**Level 2**

Moderately serious. Persistent level 1 offenders become level 2

Throwing objects  
Pushing/hurting other children  
Answering back  
Rudeness to peers  
Rudeness to staff  
Bad language  
Offensive gestures  
Spitting  
Leaving classroom without permission  
Forgetting/losing homework/books  
Name calling  
Defiance  
Rough/dangerous play  
Disruption

As level 1  
  
Record on Behaviour Report  
  
Written account/apology  
\*Break time detention  
\*Lunch time detention  
Completion of 'Think Sheet'  
Refer to Key Stage head  
Letter to/interview with parent  
On report

\* NB children must be allowed to eat break/lunch

**Level 3**

Very serious

Hitting  
Kicking  
Fighting  
Causing injury  
Unprovoked acts of aggression  
Throwing stones  
Vandalism  
Threatening other pupils  
Bullying  
Lying  
Stealing  
Deliberate, continued defiance  
Leaving school grounds without permission  
Aggressive behaviour/play

Refer to Principal  
  
Extended period of break and/or lunch time detentions  
Formal warning letter from Principal  
After school detention (normally following 3 warnings) – minimum 24 hours notice by letter from Principal  
\*\*Suspension – Principal only or, in her absence, the head of Key Stage  
Expulsion - SEELB only

NB All level 2 and level 3 offences must be recorded on an Incident Report, Behaviour Report or Detention Report. These reports must be placed in the School Behaviour File.

A refusal to accept school discipline may result in suspension. The parent(s) will always be invited to a discussion with the Principal to try to resolve the differences in an effort to avoid this step being taken.

\*\*The procedures laid down by SEELB regarding suspension must be followed.



# CARRYDUFF PRIMARY SCHOOL

## School Good Behaviour Pledge

I promise to play my part in trying to make my school a place where everyone can feel free from bullying. I agree that bullying is wrong and that everyone has a right to feel safe and valued.

I promise to do the following:

1. Treat everyone in school with respect.
2. Only call children by their proper name.
3. Never ever be violent in words or actions to another child in the school.
4. Never tell lies about another child or tell others not to play with him/her.
5. Never say anything unkind about another child or another child's family
6. Never hit back but tell a teacher or another adult if someone has hit me.
7. Make new pupils to the school feel welcome and be helpful to them.
8. Tell an adult if I am being bullied or I see anyone else being bullied.

Signed: \_\_\_\_\_ pupil

Signed: \_\_\_\_\_ parent

**Incident Report Form**

Person reporting the Incident: \_\_\_\_\_

Date/Time of Incident: \_\_\_\_\_

Location of Incident: \_\_\_\_\_

Victim of Incident: \_\_\_\_\_

Name(s) of Witness(s): \_\_\_\_\_

Details of Incident: Include name(s) of child(ren) involved and what each child actually did:

Actions Taken:

Dealt with by: \_\_\_\_\_ Name(s) of staff members



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Name..... Class..... Date.....

What I did that was wrong:

How do I think it made the other person feel?

What I need to change about my actions:

Better ways to behave would be:

Signed ..... (*pupil*)