

CARRYDUFF PRIMARY SCHOOL



Anti-bullying Policy

Reviewed October 2020

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 behaviour.
- To adopt a consistent approach to dealing with incidents of bullying behaviour.
- 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 behaviour 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 Behaviour

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 behaviour.

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 behaviour.

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 pupil experiencing bullying behaviour.
3. Support and change the attitude and behaviour of the pupil exhibiting bullying behaviour.

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 behaviour;
- 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 experiencing bullying behaviour and to the child exhibiting bullying behaviour, and the importance of telling a teacher about bullying when it happens;
- Be alert to signs of distress and other possible indications of bullying behaviour;

- Listen to children who have experienced bullying behaviour, 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 behaviour, and report back promptly and fully on the action which has been taken;
- Deal with observed instances of bullying behaviour 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 behaviour;
- Be respectful and supportive to others;
- Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity;
- Report to a member of staff any witnessed or suspected instances of bullying behaviour, to dispel any climate of secrecy and help to prevent further instances. If you are or another pupil is experiencing bullying behaviour – **TELL SOMEONE.**

Anyone who becomes the target of bullying behaviour 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 behaviour;
- Advising their children to report any bullying behaviour to 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 form of bullying behaviour;
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Informing the school of any suspected bullying behaviour, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying behaviour, try to ascertain the truth, and point out the implications of bullying behaviour, both for the children who are experiencing that behaviour and for the pupils exhibiting the behaviour themselves.

The Responsibilities of All

Everyone should:

- Work together to combat and, hopefully in time, to eradicate bullying behaviour.

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, diversity and inclusion
- Pupils will participate in weekly PATHS and PDMU lessons
- Friendship Group will provide some pupils with opportunities to develop social skills

PATHS Programme

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 14-week Friendship Group programme for children encountering social difficulties.

The school received support from Barnardos in the implementation of the scheme and is a Model Paths School within the UK.

Reporting

Children who are the victims of physical attacks, name calling, bullying behaviour 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 experiencing bullying behaviour 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 behaviour as defined in the policy statement.
3. If you are convinced that your child is experiencing bullying behaviour, contact the school without delay.
4. Sometimes a child who is being subjected to bullying behaviour can think that there must be something wrong with him/her. Please try to reassure the child that the problem does not lie with them.
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 more difficult to investigate outside school incidents; parental help will be sought to support this. Behaviour outside of

school is the responsibility of parents, but the school does expect pupils wearing school uniform to 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 incident of bullying behaviour:
 - 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 both the pupil experiencing and exhibiting the bullying behaviour
5. Reassure the pupil experiencing the bullying behaviour giving help, support and advice.
6. Make it plain that bullying behaviour is unacceptable.
7. Encourage the pupil exhibiting bullying behaviour to see the other pupil's point of view.
8. If the problem is not resolved, implement procedures within the hierarchy of sanctions (Appendix 1). Explain any sanction 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 behaviour, eg, phone call, letter or request for interview by teacher responsible/Principal.
11. Record bullying incidents as appropriate. (Incident Report Form, Bullying Concern Assessment Form, Detention Form.) Class teacher must always be informed.
12. When there is a pattern of incidents developing, involving bullying behaviour, 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, EA Behaviour Support Team, EA IES, 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 break-time is over 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:

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

Appendix 1

SANCTIONS

Remember:

- Rewarding positive behaviour and 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 inappropriate, any action taken should be accompanied by/include:
 - (a) an explanation of why this behaviour is unacceptable
 - (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 appropriately. Their behaviour patterns may be based on different home values, attitudes and parenting skills or associated SEN challenges. An individual education plan (IEP) or Behaviour Support 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 deal with discretely
- Encourage positive behaviour
- Reach an agreement
- Give clear choices and explain consequences to enable pupils to take responsibility
- Ask pupil to suggest an appropriate sanction
- 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

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

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

Level 3

Very serious

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

SANCTIONS

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

As level 1

Record on Behaviour Report

Written account/apology
Completion of 'Think Sheet'
*Break-time detention
* short lunch-time detention
Refer to member of SLT
Letter to/interview with parent
Set behaviour targets & rewards

* NB children must be allowed to eat break/lunch

Refer to Principal

Extended period of break and/or lunch time detentions
Formal letter from Principal
After school detention (normally following 3 warnings) – minimum 24-hours' notice by letter from Principal
**Suspension – Principal & Governors only or, in her absence, member of SLT
Expulsion - EA only

Appendix 1 cont

NB All level 2 and level 3 offences must be recorded on an Incident Report, Behaviour Report, Bullying Concern Assessment Form 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 EA 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 experiencing bullying behaviour or if I see anyone else experiencing bullying behaviour.

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

Think Sheet P4-P7



Appendix 4

Name..... Class.....

Date.....

What happened?

When did it happen?

Where did it happen?

How I think my behaviour affected others:

What can I do now to make things better?

Strategies I could use next time:

(ask an adult for help, walk away, use PATHs control signals, talk to a PATHs Pal, talk to my friends, take time out away from the problem, talk to my parents...)

Review

Actions I took	Results of my actions



Think Sheet P3

Name

Class

Draw what happened

Draw what you could have done

What do you need to do now?