

# **CLOUGHOGUE PRIMARY SCHOOL & NURSERY UNIT**



**Ag foghlaim 's ag fás le grá**  
Learning and growing with love

**Anti-Bullying Policy**  
(Reviewed and updated October 2016)

# **MISSION STATEMENT**

Cloughoge School (Primary and Nursery Unit) is a Catholic School living with Christ at its heart. It is with this foundation that all adults, by example, aim to celebrate the uniqueness of every child and value all their contributions. We will ensure our children are happy, healthy, secure, respected and cared for in their learning environment.

Cloughoge Primary School Community in partnership with our parents and guardians aim to

1. Share and promote our Catholic ideals, values, and beliefs so our whole community has mutual respect.
2. Promote the spiritual, personal, social, health and academic goals desirable for all our pupils in order to mould them into caring and responsible citizens of the future.
3. Enable our children to become articulate, literate and numerate with early intervention in place as required.
4. Ensure all may become independent and confident learners in a well-resourced environment.
5. Encourage the children to develop lively, enquiring, imaginative and creative minds with the ability to question and argue rationally.
6. Highlight the dignity and worth of each individual and promote the development of the whole person to the best each can be as valuable contributors to running our school effectively.
7. Promote the multicultural nature of society and to foster respect for those with different religions, beliefs and ways of life.
8. Involve parent, local schools and the local community as active participants and mutual partners in the education of our children.
9. Ensure we deliver the Northern Ireland Curriculum to the highest standard and include a broad range of rich and meaningful experiences as part of their development in school time or as extra-curricular activities.
10. Foster children's awareness of and a caring attitude towards their local and wider community and environment, and of the effects their actions can have on them.

## Introduction

The Anti-bullying policy reflects the school mission statement with a view to providing a safe and secure environment.

The school aims to foster values of tolerance and mutual respect through promoting the self-esteem of all members of the school community.

In Cloughoge Primary School and Nursery Unit bullying behaviour is contrary to the school ethos.

We recognise that bullying is a concern for all of us, including pupils, teaching, non-teaching staff, parents/carers and governors.

### School Aims: -

The aims of this policy are to:

- Prevent or reduce bullying in any form.
- Adopt a consistent approach to dealing with incidents of bullying.
- Create an emotionally safe environment where positive relationships can develop.
- Ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success

### 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 (target) to defend him/herself.”*

**‘Pastoral Care in Schools: Promoting Positive Behaviour’ (2001)**

## **PRINCIPLES**

- 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 need to be separated from their behaviour.

- When bullying concerns are identified our school will work in a restorative and solution focused way to achieve the necessary change.
- Pupils who are targeted will be listened to and supported.
- Pupils who engage in bullying behaviour will be listened to and encouraged to accept responsibility and change their behaviour.
- Staff will receive awareness-raising training regarding bullying prevention including effective, appropriate strategies for intervention.
- Staff will focus on the principles of respond, resolve and restore when dealing with alleged bullying incidents
- Where a concern arises, staff will receive ongoing support from Senior Management Team.
- Parents will be made aware of our school's practice to prevent and to respond to concerns through parent information meetings/letters, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child(ren).

### **Forms of Bullying**

Bullying can take many different forms and is behaviour that **intentionally** and **persistently** causes distress to others.

- **Gesture bullying:** Whereby a child is threatened by gestures from another/others.
- **Verbal bullying:** Calling a child names and mocking other members of his/her family.
- **Physical bullying:** Gaining power over another by punching, kicking etc.
- **Extortion bullying:** Demanding and taking from another child e.g. money, pens, or other personal belongings.
- **Exclusion bullying:** A group makes sure that a child is excluded.
- **Cyberbullying:** Inappropriate use of mobile phones and other digital technology including the internet (social networking).

### **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 issues – bullying may be one reason)

## **RESPONSIBILITIES OF ALL STAKEHOLDERS**

### **The Responsibilities of 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 all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the child displaying 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.
- \* Listen to children who have been the target of bullying, take what they say seriously and act to support and protect them.
- \* Report suspected cases of bullying to our Designated Teacher for Child Protection or Principal.
- \* Follow up any complaint by a parent about bullying, report back promptly and fully on the action which has been taken.
- \* Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures and based on the principles of respond, resolve and restore.

### **The Responsibilities of Pupils**

We expect our pupils to:

- \* Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- \* Intervene to protect the pupil who is the target of bullying, unless it is unsafe to do so.
- \* 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 of bullying.

## **Anyone who becomes the target of bullying 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:

- \* 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, Designated Teacher or Principal 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 forms of bullying.
- \* Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- \* Keeping a written record 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(ren) are accused of displaying bullying behaviour, try to ascertain the truth and point out the implications of bullying, both for the target of the bullying and for the child(ren) displaying bullying behaviour.

## **The Responsibilities of all**

Everyone should:

- \* Work together to promote our school ethos, combat and, hopefully, eradicate bullying.

## **Preventative Strategies**

Bullying can happen at any time of the school day. To prevent this all adults will employ a range of strategies which will include:

- The encouragement of genuine involvement of all pupils in classroom activity by recognising their different abilities so that pupils regularly achieve success.
- The recognition and encouragement of children's individuality and the importance of self-esteem.
- The use of positive rather than negative language to communicate expectations and feedback to pupils.
- Giving regular praise and encouragement to pupils particularly to disruptive pupils as soon as acceptable behaviour is observed.
- Whole school implementation of PDMU, embracing the Alive O/Grow in Love Religious programmes, promoting Anti-Bullying week, participating in Internet Safety workshops and Circle time whereby all pupils have a voice.
- Ensuring pupils are aware of class charters, school rules and expectations.
- Striving to ensure children are adequately supervised at all times.

## **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 clarifying and recording. A clear account reported to the appropriate members of staff i.e. class teacher / head of Key Stage / 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 BULLYING**

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. Protect and support the child who has been bullied **(Respond)**.
2. Stop the bullying behaviour **(Resolve)**.
3. Change the attitude and behaviour of the child displaying bullying behaviour **(Restore)**.

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 learning and growing up. We believe much can be achieved by talking with the child who is displaying bullying behaviour and the child who has been bullied 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 variety of sanctions.

In Cloughoge Primary School if any type of bullying is highlighted, the following strategies will be implemented by staff in two stages. Advice may be sought from any member of the Senior Management Team prior to implementing strategies;

### **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 (**respond, resolve and restore**).
- Staff will remain neutral, avoid direct, closed questions and ensure restitution.
- 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 as appropriate i.e. class teacher, non-teaching staff, head of Key Stage, Vice-Principal, Principal. Incidents will be recorded as appropriate (teachers should use incidents sheet).
- A follow-up meeting/discussion is useful to find out whether the solution has been effective or not.

### **STAGE 2 - If the problem is not resolved staff will:**

1. Implement procedures within the hierarchy of sanctions (refer to Positive Behaviour Policy).
2. Continue to monitor the situation and follow procedures as agreed.
3. Seek advice from the Designated Teacher for Child Protection (Mr Tomás Mc Kee) or Principal (Mrs Isobel Temple) prior to completing an Alleged Bullying Incident Form.
4. Record details as appropriate (See Appendix A – Alleged Bullying Incident Form – significant/repeated/or serious one-off incidents).
5. 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 / Head of Key Stage / Vice Principal / Principal.
6. Contact outside network of support at any stage of the procedures e.g. Education Welfare Officer, Education Psychology, Behaviour Support Team, Social Services and PSNI.

### **TEACHING ABOUT BULLYING**

This will be delivered and reinforced through various areas of the curriculum: In Foundation and Key Stage 1 classes (P1-P4) children will be taught to be aware of different forms of bullying and how to develop personal strategies to resist unwanted behaviour.

This message will be reinforced in Key Stage 2 classes (P5-P7) when children will be encouraged to recognise, discuss and understand the nature of bullying and the harm that can result from it.

## **RESOURCES FOR THE PREVENTION OF BULLYING**

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged.

- All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying.
- Awareness raising posters are displayed in our school and on notice boards.
- Appropriate leaflets and literature will be provided for the children.
- Children will be encouraged to understand their roles in preventing bullying using, for example, drama; role-play and novels. Children will be guided to understand the feelings of a child who has been bullied and to practise the skills they need to avoid bullying.
- Parents will be aware of procedures to use if they are concerned that their child is being bullied or does not feel safe to learn.

### **Links with other school policies**

Our Anti-Bullying policy is set in context with our Pastoral Care and Safeguarding policies, including Positive Behaviour and Child Protection policies.

### **Participation and consultation process**

There will be

- \* Awareness raising through policy audit distributed to pupils, parents, governors and whole school staff.
- \* Obtaining the views of elected student representatives e.g. school's council or prefects
- \* Monitoring, evaluation and review.

### **Continuous Professional development of staff**

All staff will be trained regularly through our Pastoral Care and Safeguarding programme including Child Protection and Positive Behaviour as appropriate.

## **Monitoring and review**

This policy will be reviewed in the Spring / Summer of 2019 due to changes in legislation in respect of Bullying in Schools legislation which will take effect in September 2019. As a school we have begun to use the BCAF (Bullying Concern Assessment Form) in relation to recording allegations of Bullying behaviour. This method of recording will be central to future policy changes and we will communicate this with parent/carers when the policy is complete. The BCAF is also a confidential document and is stored securely on our school computer system and access is restricted to authorised users only. Appendix A highlights the new BCAF form that the school will begin using ahead of legislative changes/ changes to our school policy.

**Signed** \_\_\_\_\_  
**Designated Teacher for Child Protection**

**Date** \_\_\_\_\_

**Signed** \_\_\_\_\_  
**Principal**

**Date** \_\_\_\_\_

**Signed** \_\_\_\_\_  
**Chairperson of Governors**

**Date** \_\_\_\_\_

## Appendix A

**Incident Date:**

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg
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Incident	Comments
Bullying Concern	

### *PART 1 - Assessment of Concern*

*Date:*

Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:

*“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.*

	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			
<b>Check records for previously recorded incidents</b>			



**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.

Date	Information gathered	Location (stored)

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:

**The school will treat any incident which meets these criteria as bullying behaviours.**

<b>Is the behaviour intentional?</b>	<b>YES / NO</b>
<b>Is the behaviour targeted at a specific pupil or group of pupils?</b>	<b>YES / NO</b>
<b>Is the behaviour repeated?</b>	<b>YES / NO</b>
<b>Is the behaviour causing physical or emotional harm?</b>	<b>YES / NO</b>
<b>Does the behaviour involve omission? (*may not always be present)</b>	<b>YES / NO</b>

<b>YES the above criteria have been met and bullying behaviour has occurred.</b>	<b>NO the above criteria have not been met and bullying behaviour has not occurred.</b>
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate .
<p>Agreed by _____</p> <p>Status _____</p> <p>On ___/___/___</p>	

## PART 2

### 2:1 Who was targeted by this behaviour?

Select one or more of the following:

- Individual to individual 1:1       Individual to group       Group to individual  
 Group to group

### 2.2 In what way did the bullying behaviour present?

Select one or more of the following:

- Physical (includes for example, jostling, physical intimidation, interfering with personal property,  
punching/kicking  
 Any other physical contact which may include use of weapons)  
 Verbal (includes name calling, insults, jokes, threats, spreading rumours)  
 Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)  
 Electronic (through technology such as mobile phones and internet)  
 Written  
 Other Acts  
Please specify: \_\_\_\_\_ -

### 2.3 Motivation (underlying themes): this is not a definitive list

Select one or more of the following:

- Age  
 Appearance  
 Breakdown in peer relationships  
 Cultural  
 Religion  
 Political Affiliation  
 Community background  
 Gender Identity  
 Sexual Orientation  
 Family Circumstance (pregnancy, marital status, young carer status)  
 Looked After Status (LAC)  
 Peer Relationship Breakdown  
 Disability (related to perceived or actual disability)  
 Ability  
 Pregnancy  
 Race  
 Not known  
 Other \_\_\_\_\_

Part 3a

**RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:**

**Pupil Name:** \_\_\_\_\_ **Year Group/Class:** \_\_\_\_\_

**REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR**

**Parent/ carer informed:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **By whom:** \_\_\_\_\_

**Staff Involved:** \_\_\_\_\_

<b>Date</b>	<b>Stage on Code of Practice</b>	<b>Intervention</b>	<b>Success Criteria</b>	<b>Action taken by whom and when</b>	<b>Outcomes of Intervention</b>	<b>Review</b>

**Record of participation in planning for interventions**

**Pupil:** \_\_\_\_\_

**Parent/carers:** \_\_\_\_\_

**Other Agencies:** \_\_\_\_\_

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

**Part 3b**

**RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:**

**Pupil Name:** \_\_\_\_\_ **Year Group/Class:** \_\_\_\_\_  
**REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR**

**Parent/ carer informed:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **By whom:** \_\_\_\_\_

**Staff Involved:**

<b>Date</b>	<b>Stage on Code of Practice</b>	<b>Type of Intervention</b>	<b>Success Criteria</b>	<b>Action taken by whom and when</b>	<b>Outcome of Intervention</b>	<b>Review</b>

**Record of participation in planning for interventions**

**Pupil:** \_\_\_\_\_

**Parent/carers:** \_\_\_\_\_

**Other Agencies:** \_\_\_\_\_

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

**PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE**

Date of Review Meeting:

**4a- Following the Review Meeting, to what extent have the success criteria been met?**

- 1 – Fully
- 2 – Partially
- 3 – Further intervention/support required

Give details: \_\_\_\_\_

**Part 4b- If the success criteria have not been met, continue to:**

- Re-assess Level of Interventions and implement other strategies from an appropriate level
- Track, monitor and review the outcomes of further intervention
- Keep under review the Stage of Code of Practice each pupil is on
- Follow Safeguarding Policy
- Seek multi-agency input (EA, Health and Social Services etc.)
- Engage with Board of Governors

**Agreed by:**

**School**

**Signed:**

**Date:**

**Parent**

**Signed:**

**Date:**

**Pupil**

**Signed:**

**Date:**



