



Dromintee Primary School

Anti - Bullying Policy



Dromintee Primary School aims to provide a working, caring and happy environment in which the potential of every child can be realised. In accordance with our mission and aims we wish to promote in all our pupils such values as will make them caring responsible citizens. We believe in the dignity and worth of each individual and in the development of the whole person. All members of staff share these values and work to ensure a pupil centred approach in which caring is the shared responsibility of all staff. These values underpin and shape all our school policies.

Aims and Objectives of our Anti - Bullying Policy

We believe that all pupils have the right to learn in an environment which is free from intimidation and fear.

Accordingly, we will work to create an environment within which positive relationships will be fostered and violent behaviour of any sort will be unacceptable. Within such an environment, bullying behaviour will not be tolerated.

Should bullying occur, the needs of the victim will be paramount and the school will take all reasonable measures to ensure that the situation is resolved and will not recur.

The school will seek to involve and inform parents in all areas of its anti - bullying work.

Links with other school policies

This Anti - Bullying Policy forms part of the school's overall Pastoral Care Policy. It links with the Child Protection Policy and Internet Safety Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies. It links with the Positive Behaviour Policy which aims to encourage good conduct throughout the school, together with the sanctions which will be used as part of the disciplinary process.

Agreed definition of bullying behaviour

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. Eg. Any unwanted behaviour that makes someone feel intimidated, degraded, humiliated or offended.

Bullying is a form of aggressive, hurtful behaviour which is persistent and unprovoked. It involves an abuse of power. It may take various forms including physical, verbal and emotional and may include use of technology.

Examples of bullying behaviour include:

Physical: kicking, nipping, pushing, tripping

Verbal: name - calling, teasing, spreading rumours, racist comments.

Emotional: excluding from play, pulling faces, threatening

Cyber: mobile phone or internet usage to harm the character, reputation or peace of mind of another person.

Race, faith and culture bullying: behaviour or language that makes a child or young person feel unwelcome or marginalised because of their religion, race, ethnicity, national origin, colour or nationality. NIABF includes sectarian bullying within this definition.

Disablist bullying is behaviour or language that makes a child or young person feel unwelcome or marginalised because of a perceived or actual disability.

Effect of bullying

A person may suffer physical /psychological abuse of their persons, isolation and loneliness, insecurity, anxiety and fear arising from the threatening atmosphere which surrounds him / her.

We must remember that any repeated / continuing behaviour which causes distress to a child is bullying. Some teasing, which may be dismissed as insignificant and the child told to ignore, may in fact, cause considerable pain.

Our pupils need to know that action will be taken in the case of bullying however insignificant it may appear. They need to be assured that they can speak to their teacher or any non-teaching member of staff in confidence and that the matter will be handled discreetly and sensitively with information passed on only on a need to know basis. A photograph of the designated teacher and the deputy designated teacher is displayed in the corridor.

.

Where a child is upset and has been affected by a traumatic event instigated by another child or group of children the child shall be monitored by the class teacher and asked, eg .“Well how are things today. How are you feeling today? Are you happy with how things have turned out?”

For a period of time the child and its interactions may be observed at playtime by a teacher or yard supervisor. These should be recorded and kept in the class Incident folder.

Preventative Strategies

We believe that the implementation of preventative measures will help reduce the incidence of bullying behaviour.

A Pastoral Council has been established from a group of Primary 7 pupils. The Pastoral Council has been communicated to the school community through assemblies and through the Pastoral Care notice board in the Keystage 2 resource area. They have set up a “Worry Box” in which all the children can place worry-slips. The senior children deal with the worries as best they can eg. befriending a child who has no one to play with, sorting out minor bullying incidents, discussing worries with the children concerned. If a problem arises beyond their ability they inform their class teacher. Confidentiality is of the utmost importance amongst the Pastoral Care Team.

Ethos and Pastoral Care

We will seek to be a “listening school” in which pupils are encouraged to express their feelings, fears and concerns. This will be facilitated through the annual introduction of our positive behaviour approach when the class and school rules are devised, by way of negotiation, with the children and reinforced through the poster competition. It will be regularly reinforced throughout the year at our assemblies

As part of our Pastoral Care Programme we have introduced Personal Development into our school timetable. Within this safe environment our children are regularly encouraged to think about their feelings and behaviour and how it affects others. We believe that developing empathy at this level will enable the children to see things more readily from the point of view of others and lead to more thoughtful and respectful behaviour.

Study and discussion on the theme of bullying is also developed in response to texts which are met in the Literacy and Religion programmes of study. Role-play situations maybe devised to help the children deal with possible bullying scenarios. Similarly, potential bullies may benefit from being placed in situations which require them to see things from the victim's point of view. We assume a role in teaching social skills in a conscious way and as teachers our aim is to develop a caring co-operative ethos in our school and to make the school day as happy and productive as possible.

Rewarding Good Behaviour

We will use a variety of methods to reward and encourage good behaviour e.g. verbal praise in class, giving of responsible tasks, acknowledgement by principal, recognition in class and affirmation and acknowledgement by staff members.

Conduct at break and dinner times will be monitored.

Agreed Code of Conduct for the School Community

Pupils have an **entitlement** to be educated in an environment which is safe, caring and respectful of their individual needs.

Pupils have a **responsibility** to treat all other pupils, teachers and other staff with respect. They have a responsibility to refrain from engaging in bullying behaviour and to report it if they are aware of it occurring.

Parents have an **entitlement** to expect that their child will be educated in an environment which is safe, caring and respectful of their individual needs.

Parents have a **responsibility** to ensure that their child co operates with teachers, other staff and other pupils. They have a responsibility to inform the school of any incidents of bullying of which they are aware.

Teachers and other staff in the school community have an **entitlement** to work in an environment which is characterised by respect and caring for all.

Teachers and other staff in the school community have a **responsibility** to contribute to the creation of such an environment and to work for the well being of all pupils

Procedures for dealing with incidences of bullying behaviour, including contact with parents and external agencies.

We believe that these instances of bullying can happen in the following manners:

- Indirectly (being ignored or left out)
- Physically (being hit, pushed or kicked)
- Verbally (being teased or called mean names)

To understand the severity of the above types of bullying behaviours, we believe that it is important to bare the following in mind:

- The **nature** of the bullying e.g. deliberate teasing, excluding or hitting. Violence is not necessarily more serious than other forms;
- The **frequency** of bullying behaviour e.g. daily, weekly or less often;
- The **duration** of the bullying behaviour e.g. whether over a short or prolonged period of time;
- The **perceptions** of the child who is being bullied. The level of distress suffered by the target *"It can be defined as bullying only by measuring the effects the acts have on the vulnerable child."*

Responding to bullying

Levels of Intervention

Once the class teacher has identified the level of bullying that is taking place, they will then match that level to appropriate strategies which are We agree that the main aim of any intervention is to **RESPOND** to the bullying that is taking place, **RESOLVE** the concern and **RESTORE** the well-being of all those involved.

Staff at Dromintee PS worked together to agree on appropriate levels of intervention. It is important to remember that every bullying incident should be individually assessed and an intervention chosen which best meets the individual pupil needs. We have identified 4 levels of bullying behaviours and suggested strategies .

Levels 1-4 of Bullying Behaviour

Level 1

This is deemed to be a **low level** of bullying which is often a 1st time or minor occurrence.

Level 2

This is deemed to be an **intermediate level** of bullying which is where bullying is more frequent and more severe.

Level 3

This is deemed to be a **more complex** form of bullying where the children who are displaying bullying behaviours are resistant to change and where there may be risk factors presenting. This may be a child with additional needs.

Level 4

This is deemed to be a **high risk** form of bullying where the child displaying the bullying behaviour may have significant mental health issues, criminal issues or a child presenting with child protection safeguarding concerns.

provided in the pastoral care file. The suggested strategies are outlined below.

For instances of:

Level 1 anti-bullying interventions include: quality circle-time, class council sessions, small group discussions, think time discussion sheets with reviews, rule reminding exercises, sorry cards/notes, conflict resolution steps, behaviour charts.

Level 2 anti-bullying interventions include: small group interventions through circle-time and circle of friends, 1:1 discussions, informal discussion with parent, detailed note keeping.

Level 3 anti-bullying interventions include: individual pupil interventions, external agencies and formal parental involvement.

Level 4 anti-bullying interventions include: work with investigative agencies such as PSNI and School discipline policy with the view to suspend or expel.

Teaching staff decide whether the incident is of an unacceptable behaviour/anti-social type or a bullying incident and act accordance with the above procedures.

I've a bullying concern

What a pupil should do...

Any pupil who finds him/herself the target of bullying should always tell someone and not keep it a secret. They can tell any member of school staff as all staff have been trained on new procedures.

What a parent should do...

If you suspect that your child is being bullied you should:

- Talk to your child to find out about the problem in a sympathetic and supportive way;
- Encourage your child to speak to his/her class teacher, yard supervisor or any member of staff;
- Advise your child not to react violently to any form of bullying;
- Contact the school and make an appointment to see his /her class teacher or school principal.

Each case of bullying will be dealt with individually and follow up action will be tailored to meet the individual needs of the pupils concerned.

These steps will be followed:

1. Reporting of an incident:

Initially investigated by the class teacher and dealt with using "Hi-scope Conflict Resolution Strategy". **A note will be made in the Class Incident book. When a bullying incident is deemed serious, the information will be passed on to the following people:**

The principal or designated teacher for child protection, Mr. O'Hanlon

The deputy designated teacher, Mrs. Fiona Fearon (In Mr O'Hanlon's absence)

2. (a) Investigation of an incident:

This will normally be carried out by the class teacher, the Principal or Vice-Principal in co-operation with any class teachers/assistants concerned.

Pupils involved will be interviewed and a record made of their responses.

A record will be placed in the Principal's diary. A further record of the event will be placed in the Class Incident Folder and passed on as the class progresses through the school

Agreeing a plan for resolution:

Using the Hi-scope conflict Resolution Strategy the teacher involved will proceed through the Steps To Help Children Resolve Conflict.(Appendix3)

Working with the pupils concerned, the teacher, V.Principal or Principal will devise a plan for resolution of the conflict. This plan will include targets for acceptable behaviour and will set out support measures which will be provided for the pupils concerned.

Any disciplinary action will use the system of sanctions which is set out in the school's Positive Behaviour Policy.

3. Reviewing the situation

Serious situations will be monitored and formally reviewed within one month of the initial report. This will be done by the class teacher, Vice-Principal or Principal in co operation with other teachers, pupils and parents concerned.

4. Involvement of other agencies in provision of support

When necessary, the school will draw on support from a range of outside agencies. In most instances, the school will seek to deal with the situation from within its own resources. However, if it becomes clear at step 3 or 4 that outside help is needed, the school will not hesitate to avail of it. If concerns persist and there are concerns by either school or parents, a child may be referred to outside agencies for extra support.

External partnerships

- Liaison with other board support services (support from SpLD, EWO, BST, EBD)
- (PPDS)Ph.02837512515 or 0283751233)
See appendix 1 and 2 Referral forms.
- Health and social services (Family Support Hub)
- Procedures for involving these services(Referred by SENCO after consultation with teachers & parents)

Involvement of parents.

Low-level incidents

Parents will only be consulted if the school feels it cannot satisfactorily resolve the issue. If all parties have reached an amicable solution the case will be closed but will continue to be monitored by the class teacher.

Incidents of a more repetitive or serious nature

Parents will be made aware of the incident and the procedures put in place to resolve the issue in question. The school will listen to parents for any additional information that may assist in resolving the conflict. The school will look to parents for support in helping to rectify the situation.

If a parent reports an incident of bullying, regardless of gravity, the school will inform them how the matter has been addressed.

Monitoring and Review of the 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 every three years.

Bullying/Inappropriate Behaviour Concern

Assessment of Concern

Date _____

Names

Sanctions

Sanctions

Person(s) reporting concern

Name of targeted pupil(s)

Name of pupil(s) involved

Does the behaviour involve? (Tick)

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

1. Provide a choice, either comply with class rules or have 'Time Out' (Which may vary. See 'Time Out' below)

2. Below standard work presented by a pupil – repeat task either as homework or during recreation time.

3. Loss of all or part of Golden Time allocation

4. Detention during break/lunchtime – outside secretary's office.

5. If behaviour is serious a 'Behaviour Contract' may be agreed.

Type of incident and Theme (If applicable):

- Physical (*includes jostling, interfering with personal property, punching/kicking any other physical contact.*)
- Verbal (*includes name calling, insults, jokes, threats, spreading rumours*)
- Indirect (*includes isolation, refusal to work with/talk to/play with/ help others*)

Other _____

Action Taken

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 hurtful behaviour? Yes/No

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

If Yes: Continue with bullying assessment form

If No: Decide appropriate action

Action Taken

Rights respecting script

Rule reminder

Expectation discussion

Restorative Questions

Worth a Re-think

Sorry Note/Reflection sheet – Maybe undertaken at

Break/lunch/recreation time adjacent to school secretary

Parents informed

Check records for previously recorded incidents : _____

2.1 Outline of indecent(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.

Details of interventions to be implemented in response

PUPIL(s) WHO HAVE BEEN TARGATED.

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

2.2 PUPIL(s) WHO HAVE BEEN DISPLAYING BULLYING BEHAVIOUR:

REFER TO LEVEL 1-4 INTERVENTIONS

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

PART 3 – ON – GOING RECORD OF SUPPORT AND INTERVENTIONS

REFER TO LEVEL 1-4 INTERVENTIONS

Date & Signed)	Details of Intervention	Action Required/Taken (Date

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, issues resolved, record maintained)

When concern is not resolved:

Further intervention/Required

- Review information and action to date
- Refer to VP/Principal/Head of Pastoral
- 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: _____

Appendix 2

Think Time Discussion Sheet

Name _____ Class. _____ Date ___/___/_____

This is what happened

This is what I was thinking/feeling at the time

This what I chose to do

Who was affected by what I did?

How were they affected by my actions?

What action(s) do I need to take now to make things better/right?

1

2

3

Signatures

Staff _____

Pupil _____

Date _____

Parents informed? Yes/No

Review Meeting Discussion Sheet

Date: _____

The actions I decided to take to make things better were:	Done	Not Done	Results/consequences of my actions
1.			
2.			
3.			

Comments:

REVIEW OF OUTCOMES

Signatures:

Staff _____

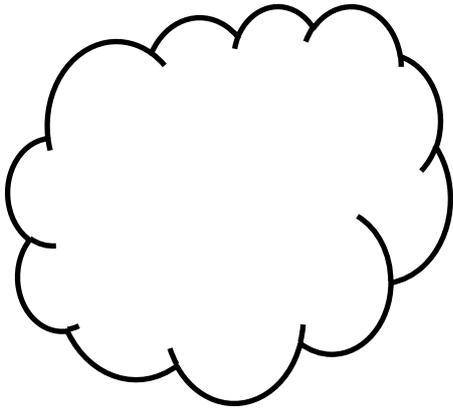
Pupil _____

Date _____

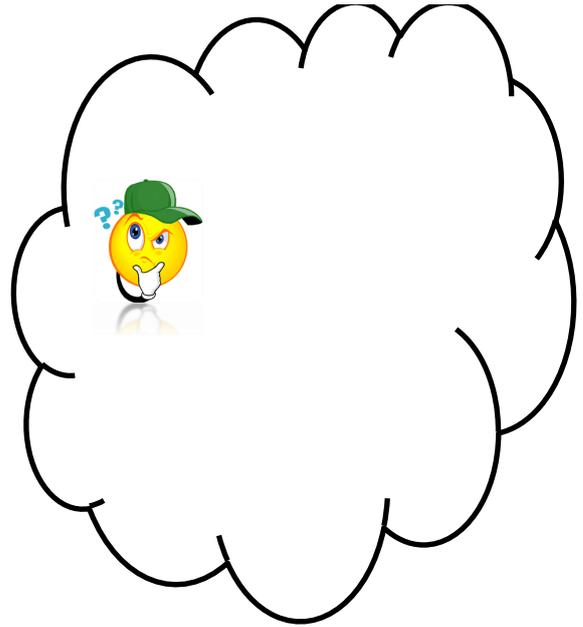
Name: _____

Date: _____

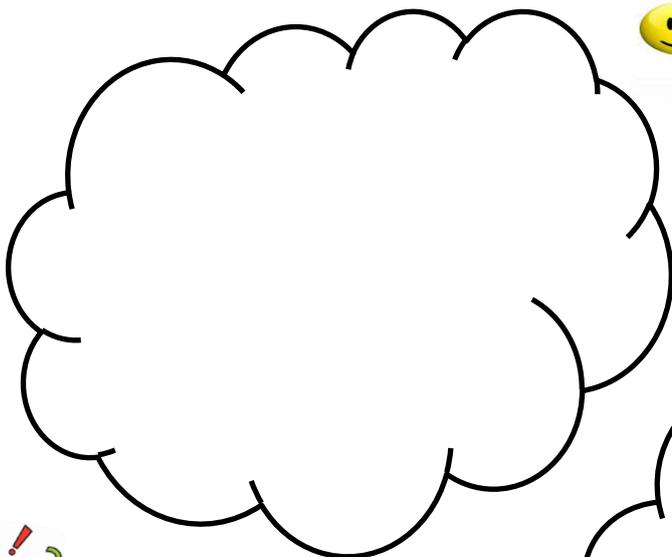
What happened?



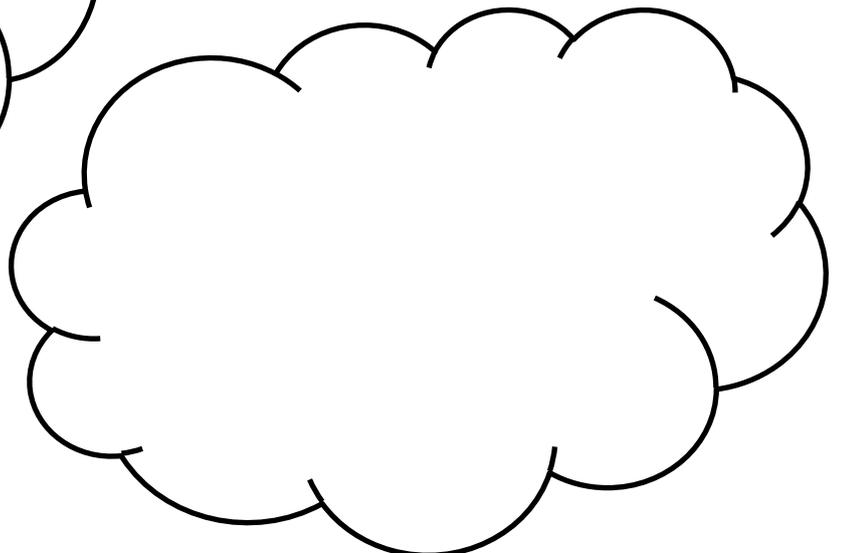
Why did it happen?



How did I make others feel?



What could I have done differently?



Date _____

Parents informed? Yes/No

Review Meeting Discussion Sheet

Date. _____

The actions I decided to take to make things better were.	Done	Not Done	Results/consequences of my actions
1.			
2.			
3.			

Comments.

REVIEW OF OUTCOMES

Signatures.

Staff _____

Pupil _____

Date _____

Appendix 4

High-scope

Steps To Help Children Resolve Conflicts

1. Approach calmly, stopping any hurtful actions.
 - * Place yourself between the children, on their level.
 - * Use a calm voice and gently touch.
 - * Remain neutral rather than take sides.

2. Acknowledge children's feelings.
 - * "you look really upset"
 - * Let children know you need to hold any object in question.

3. Gather any information.
 - * "What's the problem"?

4. Restate the problem.
 - * So the problem is...

5. Ask for solutions and choose one together.
 - * "What can we do to solve this problem?"
 - * Encourage children to think of a solution

6. Be prepared to give follow-up support.
 - * "You solved the problem!"
 - * Stay near the children.

Appendix 5

Restorative Questioning

Use the five self-reflective, restorative questions in the sequence listed below. This approach should enable the pupil who bullies to take responsibility for his/her behaviour and to undertake action(s) to promote reparation.

<i>Give staff/supervisors a laminated set of the five questions to promote consistency.</i>	Adult Questions
1.	<i>Tell me what happened?</i>
2.	<i>What were you thinking that led you to behave that way?</i>
3.	<i>Who has been affected by what you have done?</i>
4.	<i>Can you tell me how that person has been affected by your behaviour?</i>
5.	<i>What do you think you need to do to make things right?</i>