



**Anti-Bullying Policy
2018**



Desertmartin Primary School **Anti-Bullying Policy**

GENERAL RATIONALE

Desertmartin Primary School is committed to providing a safe, positive, inclusive and respectful learning environment for all members of the school community. All members of the school community have a right to work in a secure and caring environment without the fear of being bullied. We also have a responsibility to contribute, in whatever way we can, to the protection and maintenance of such an environment.

This Anti-Bullying policy reflects our school's vision and ethos to create a safe and happy environment.

The school community at Desertmartin is completely opposed to bullying in all its forms. Bullying will not be tolerated. It is entirely contrary to the values and principles we work and live by. An anti-bullying climate will be created through openness and consultation, where the views of all members of the school community are encouraged and considered.

1. AIMS

The policy forms part of the overall pastoral care provision in school and therefore links and works with the:

- Pastoral Care Policy
- Child Protection Policy
- ICT Policy and Acceptable Use of Internet Policy
- Mobile Phone/Technology Policy
- Positive Behaviour Policy
- PDMU Policy

This policy aims to:

- Create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour
- Promote a 'whole school' approach, where signs of bullying are identified and swift and effective action is taken
- Show commitment to overcoming bullying by practicing zero tolerance
- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- Ensure all school community, pupils and parents have an understanding of what bullying is, and what they should do if bullying arises
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment
- Assure pupils and parents that they will be supported when bullying is reported

- Assist in the provision of a positive and supportive atmosphere - for those affected by bullying behaviour and for those involved in bullying behaviour
- To develop procedures for noting and reporting incidents of bullying behaviour.

2. DEFINITION OF BULLYING

Bullying behaviour is defined as " deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend themselves." (DENI 1999 p41)

The **Northern Ireland Anti-Bullying Forum (NIABF)** defines bullying as " the repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights or needs of another or others."

The **Addressing Bullying in Schools Act (Northern Ireland) 2016** defines bullying as the repeated use of:

- "Any verbal, written or electronic communication,
- Any other act, or
- 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."

At Desertmartin Primary School we realise that bullying refers to a range of harmful behaviour, both physical and psychological and usually has the following 4 features; it is repetitive and persistent; it is intentionally harmful; it involves an imbalance of power leaving someone feeling helpless to prevent it or put a stop to it; it causes distress. We realise that:

- Bullying can take place between pupils, between pupils and staff, between staff, by individuals or groups; face to face; indirectly or using a range of cyber-bullying methods.
- It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person's freedom and rights.
- Bullying is an abuse of power where the person/s being bullied find it difficult to reject or deal with the offending behaviour or those involved in the bullying behaviour have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/stronger/older; have more acquaintances/friends; are more established in the school or simply care less about the consequences of their actions.
- Bullying thrives on secrecy, the reluctance of the target to talk about it and the neglect of responsible adults to acknowledge its existence.

3. FORMS OF BULLYING

The following definitions are given to the various types of bullying:

Physical Bullying

- hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things.
- interfering with another's property by stealing/hiding/damaging/intruding upon it;
- extortion/threatening demands for money or other items
- writing or drawing offensive notes/graffiti about another

VERBAL BULLYING

- name calling; insulting or offensive remarks; accusing; taunting; put downs
- ridiculing another's appearance/way of speaking/disability/personal mannerisms/race/colour/religion; humiliating another publicly
- spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm

EMOTIONAL BULLYING

- excluding/ shunning others from group activity/ social setting or play;
- belittling another's abilities or achievements; mobbing the individual
- menacing looks, stares, rude signs or gestures; negative body language

CYBER BULLYING

- misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt, embarrass, demean, harass, provoke or humiliate another using perceived anonymity
- misuse of mobile phones by text messaging/ calls or images - again to hurt, embarrass, demean, harass, provoke or humiliate another using perceived anonymity
- unauthorised publication or manipulation of private information; impersonation
- Publishing threatening comments, pictures or videos online.

4. SIGNS OF STRESS IN PUPILS WHICH MAY INDICATE BULLYING

The following signs may indicate that a child is the target of bullying behaviour:

- Unwillingness to attend school/ lateness/ erratic attendance
- Avoidance, hanging back from playground or staying late at school
- Deterioration of work/ 'misaid' 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

(NB. Whilst these behaviours may be symptomatic of other problems - BULLYING may be identified as a possible cause.)

5. ROLES AND RESPONSIBILITIES

The Responsibilities of Staff

Our staff will:

- foster in our pupil's self-confidence, 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 bully, and the importance of telling an adult 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, record, and act to support and protect them;
 - talk with the child accused of bullying to determine nature of bullying;
 - report suspected cases of bullying to the Principal or our Designated Teacher for Child Protection
 - 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 agreed procedures.
- **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;
- follow school rules;
- 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 dispel any climate of secrecy and help to prevent further instances;
- help create a climate where bullying is not accepted;
- value and respect others;
- help others achieve;
- keep others safe.

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.

What Pupils Need to Recognise About Bullying.

Pupils need to understand:

- that they have a right not be bullied at school;
- that they are not to blame if they are bullied;
- that they need to speak out and should trust the teachers to take their concerns seriously and to help them;
- that they are not alone.

The Responsibilities of Parents

We ask 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 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;
- keeping a written record of any reported instances of bullying;
- co-operating with the school, if their child/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 create a safe, happy and anti-bullying environment within our school.

6. PREVENTATIVE MEASURES TO CREATE AN ANTI-BULLYING ETHOS

Proactive Strategies include:

- Promote School Ethos at all times (as regards Bullying - be a Telling /Listening / Responding school)
- Ensure an ethos of prompting self-esteem and confidence is developed where children feel safe and secure and enabled to speak out.
- Awareness of Rights and Responsibilities
- Recognise and Reward Good Behaviour e.g. effective class reward systems
- School Assemblies - addressing Bullying and providing Anti-Bullying Strategies
 - Including reinforcement of anti-bullying message
- Vigilant supervision - playground / general school environment
- Use of PDMU lessons / Circle Time. Children will understand their roles in preventing bullying. Children will be guided to understand the feelings of bullied children and not to practise the skills they need to avoid bullying behaviour.
- Questionnaires - Foundation/Key Stage 1/Key Stage 2(see appendices 1 & 2)
- Good Parental Communication - Consultation /Questionnaire (see appendices 3 & 4)
- Use of Outside Agencies - NSPCC, Childline, PSNI, Behaviour Support Team
- Participation in Anti-Bullying Week
- Participation in eSafety Day
- Staff Training / Effective Communication
- Use of worry box

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 situation quickly
- Reports will be taken seriously
- Steps taken to ensure child feels safe and secure
- Significant incidents will involve further investigation and recording
- A clear account (reported to Principal/Class Teacher/ Designated Teacher for Child Protection)
- Significant or repeated incidents will require parents to be informed
- Disciplinary measures / sanctions, which are proportionate, will be explained and used

7. PROCEDURE FOR DEALING WITH BULLYING BEHAVIOUR

When an incident of alleged bullying behaviour is reported, staff will carry out the following procedures:

STEP 1

REPORTING OF AN INCIDENT (significant/repeated/intentional incidents or serious one-off incident)

When such a bullying incident is reported, the information will be passed on to following people:

- The teacher of any child involved
- The Principal
- The designated teacher for child protection

STEP 2

INVESTIGATION OF AN INCIDENT

- This will normally be carried out by the Principal in co-operation with the Designated Teacher for child protection, and any other adults involved
- Pupils involved will be interviewed and a record made of their responses in the school's Incident Book
- Parents of all pupils involved will be informed of the school's action up to this point and kept informed of subsequent action
- All records will be kept and filed away confidentially

STEP 3

AGREEING A PLAN FOR RESOLUTION

- The Principal and designated teacher will devise a plan for resolution of conflict
- Targets for acceptable behaviour will be set out including support measures for ALL pupils concerned
- Any disciplinary action required will use system of sanctions as set out in the school's Discipline Policy/ Positive Behaviour Policy

STEP 4 REVIEWING THE SITUATION

- Situation monitored and formally reviewed within one month of initial report
- This will involve principal, designated teacher, pupils and parents concerned.

STEP 5 INVOLVEMENT OF OTHER AGENCIES

- Where necessary the school will draw on support of Education Welfare Officer, Behaviour Management Team, Educational Psychology Service

8. RACE EQUALITY AND EQUAL OPPORTUNITIES

All children have equal access to the curriculum regardless of their race, gender, religion, disability or ability. Teachers plan work that is differentiated so that all groups and individuals can achieve their potential and are committed to creating a positive climate that will enable everyone to work, free from racial intimidation and harassment.

9. MONITORING AND REVIEW OF ANTI-BULLYING POLICY

Implementation of this policy will be monitored by the Principal and Designated Teacher for Child Protection.

This policy will be formally evaluated and reviewed every 2 years.

10. USEFUL WEBSITES AND TELEPHONE NUMBERS

Department of Education

The Department regards bullying, in whatever form and for whatever reason, as having no place in our schools.

It guides parents, teachers, pupils and whole school community to follow:

- NIABF Northern Ireland Anti Bullying Forum
The Department of Education funds and is a member of the Northern Ireland Anti-Bullying Forum (NIABF). This forum is hosted and chaired by Save The Children.
<http://www.niabf.org.uk> which has information and links regarding bullying for the whole school community and parents
- Anti-Bullying Helpline
The Department funds CHILDLINE NI (08001111)
This is a free and dedicated anti-bullying helpline for pupils and young people who have concerns about bullying. It is available 24 hours/7 days a week.
- NSPCC (FULLSTOP) Campaign (08088005000)
This helps those who have suffered child abuse/bullying/advise children about bullying.
- Cyber Bullying www.thinkuknow.org
This helps children become aware of the problem of cyber bullying.

Appendix 1

Anti Bullying P1 -3 Pupil Questionnaire

Class _____ Date _____

Please tick only one box for each question

Yes

No

1.

I feel happy in my school.

2.

I feel safe in school.

3.

I know what to do if I feel sad.

4.

I tell the teacher or someone in charge if someone hurts me or makes me sad.

5.

I like going outside to play.

6.

I tell someone at home if someone hurts me or makes me sad at school.

Appendix 2

Anti Bullying P4-P7 Questionnaire

Class _____ Date _____

What do you think? Please tick only one box for each question		True	Mostly true	Not true
1	I always feel happy in my school.			
2	Pupils in our school are well behaved.			
3	Our teachers are fair when there is trouble.			
4	If I tell a teacher/adult that I'm being bullied I know that she/he will listen and do something to help.			
5	In school we have talked about what is meant by bullying behaviour and about ways of dealing with it.			
6	If I am bullied in school I am happy to go and talk to an adult, a teacher or a supervisor			
7	Teachers and supervisors help me to feel safe in school and in the playground.			
8	I get on well with other pupils in my class.			
9	In class we are given opportunities to learn to respect one another, to think of others and treat everyone the same.			
10	If I am bullied in school I would choose to tell a friend/ or older pupil rather than an adult.			
11	When we do well in school we are praised in class or assembly.			
12	I feel safe from all forms of bullying behaviour in the playground.			
13	I feel safe from all forms of bullying behaviour in the toilets and in the classroom.			
14	In our school I feel comfortable about telling someone if I am being bullied.			
15	I know what to do if I feel I am bullied.			
16	I understand that I must tell an adult if I know that someone else is being bullied.			
17	We learn about the feelings of bullying through Assemblies, Circle Time, Stories or Discussion.			
18	If I feel bullied in school I would tell someone at home.			

**Appendix 3
Promoting an Anti-bullying Culture
in Desertmartin Primary School**

**GUIDANCE TO PARENTS
ON COMPLETING THE QUESTIONNAIRE**

Dear Parent,

We are seeking the views of pupils and parents to help us find out how effective our school has been in creating an Anti-Bullying culture and to review the effectiveness of our Anti-Bullying procedures. Your views would be very welcome and your responses will be treated in complete confidence.

There are 15 statements on the attached questionnaire, which will take about 20 minutes to complete. If you have more than one child at the school, please respond with only one child in mind and indicate that child's Class on the questionnaire.

When the data from all questionnaires has been collected and analysed, you will be given feedback.

The questionnaire will be used again at a later date in order to ascertain the changes that have taken place as a result of action taken. This will form part of our evaluation strategy. Again, you will be kept informed of our progress.

I would be grateful if you would return the completed questionnaire in the envelope provided by _____ (date).

Yours sincerely,

Fiona Brown
Principal

THANK YOU FOR YOUR CO-OPERATION

Appendix 4

Questionnaire for Parents

My Child's Class _____ Today's date: _____

What do you think?	True	Mostly true	Not true
Please tick only one box for each question.			
1 The school is fully committed to creating an environment of care and trust of all pupils.			
2 High standards of behaviour are expected and are evident in the school.			
3 The staff are fair, firm, consistent and compassionate in their approach to keeping good order in the school.			
4 Pupils feel able to express concerns about bullying to any member of staff, knowing that these will be received sympathetically and that appropriate action will be taken.			
5 Teachers and supervisors help my child to feel safe in the playground.			
6 Good relationships between teachers, learning support and supervisors and pupils exist in and out of the classroom			
7 Pupils are encouraged to value one another and to express their own views while appreciating the views of others.			
8 My child feels secure and free from emotional and physical harm in school.			
9 The achievements of all pupils are recognised, valued and celebrated so that pupils' self esteem is enhanced.			
10 In school, pupils learn to respect and appreciate differences.			
11 In school, pupils are given opportunities to express their feelings in ways which are not aggressive			
12 My child feels safe from bullying in school at all times.			
13 I agree with the school's anti bullying policy as issued to me and I am aware of clearly defined procedures for reporting and recording bullying incidents at school			

Northern Ireland Anti Bullying Forum 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

Do you agree with this definition of bullying? Yes No Not

If you have answered 'No' or 'Not Sure', please define what you consider bullying to be
