Anti-Bullying Policy

2018

<u>Context</u>

This policy has been developed within the context of current legislation, Department of Education for Northern Ireland (DENI) guidance and policies, materials developed by the Western Education and Library Board (WELB), materials developed by the Northern Ireland Anti-Bullying Forum (NIABF), and St Anne's school policies.

Relevant legislation

Health and Safety at Work NI Order 1978

The Children (Northern Ireland) Order 1995

The Human Rights Act 1998

The Education (Northern Ireland) Order 1998

The Education and Libraries (Northern Ireland) Order 2003

Guidance from the Department of Education

Pastoral Care in Schools: Child Protection (1999)

Pastoral Care in Schools: Promoting Positive Behaviour (2001)

DE Circular 2003/13 Welfare and Protection of pupils
The Education and Libraries (Northern Ireland) Order 2003 (Part IV Welfare and Protection of Pupils) requires that the Board of Governors of every grant aided school have

- A duty to safeguard and promote the welfare of pupils
"to safeguard and promote the welfare of registered pupils at the school at all times when such pupils are
   a) On the premises of the school; or
   b) In the lawful control or charge of a member of the staff of the school."
(Article 17)

- A Child Protection Policy
"to determine the measures to be taken at a school with a view to protecting pupils from abuse."
(Article 18 (1))

- A School Discipline Policy/Positive Behaviour Policy, incorporating an Anti-Bullying Policy
"to determine measures to be taken to encourage good behaviour and respect for others on the part of the pupils and, in particular, preventing all forms of bullying among pupils."
(Article 19 (3) which amends Article 3 of the Education (NI) Oder 1998

- A duty to Consult

"a duty to consult with the registered pupils at the school and the parents of those pupils."

(Article 19 (4)) which amends Article 3 of the Education (NI) Order 1998.

Resources from the NIABF
- 'Effective Responses to Bullying Behaviour' (NIABF 2013)

The NIABF resource has formed a basis for the St Anne's Anti-Bullying Policy

The legislation is relevant to all schools/colleges.

Links with Other St Anne's Policies:

Pupil welfare embraces all aspects of pastoral care, including child protection, pupil behaviour, health and wellbeing, safety and security. Our duty to safeguard and promote the welfare of pupils is addressed through our other school policies, particularly St Anne's Positive Behaviour Policy and St Anne's Child Protection Policy.

Statement of Intent:

Our aim at St. Anne's Primary School is to provide a happy, caring and safe environment in which children can learn in a secure and relaxed atmosphere and in which every individual feels valued and respected.

As a Catholic school our aim is not only to educate children to the highest standards but also to develop their relationship with Christ, reflected in the ethos and relationships within the school.

In the spirit of these statements and together with our Positive Behaviour Policy, which is in keeping with the Christian ethos of St. Anne's Primary School, bullying of any kind is unacceptable. Parents should be reassured that through the school's Anti-Bullying Policy, we will respond positively and effectively to any form or degree of bullying.

Anti-Bullying Policy Statement

In accordance with our Catholic Ethos, everyone in St. Anne's School Community
has the right to learn, play and work, free from intimidation or fear.
Everyone has the right to:

- Feel safe and comfortable, and for their property to be safe.
- Be treated with courtesy and respect.
- Learn.

Guiding Principles:

- Pupils have a right to learn in a safe and supportive environment, free from
  intimidation and fear.
- The welfare, wellbeing and needs of **all** children and young people are paramount
  and pupils' needs, whether a pupil who engages in bullying behaviour or a
  targeted pupil, need to be separated from their behaviour.
- When bullying concerns are identified our school will seek to work in a non-
  punitive, restorative and solution-focused way to help support the necessary
  behavioural change, ensuring the targeted pupils' safety and the repairing of
  relationships – which is core to the school's ethos
- Pupils who are targeted will be listened to and supported.
- Pupils who engage in bullying behaviour will be listened to and supported to
  accept responsibility for their behaviour, acknowledging the impact or harm
  done, agreeing to change their behaviour and repair relationships
- Staff will receive awareness-raising training in relation to possible interventions,
  strategies and skills to be used where bullying behaviour concerns are raised, in
  order to bring about a positive resolution
- Should a bullying concern arise, school staff will receive support from senior staff
  regarding their assessment of this concern and interventions to be implemented.
- Parents will be consulted on how we engage, involve and consult with pupils
  regarding our School Positive Behaviour Policy and our Anti- Bullying Policy.
  Consultation will also consider the various processes which may be involved
  when responding to bullying concerns, such as those informed by the 'Effective

Responses to Bullying Behaviour' resource (NIABF, 2013), using restorative practice and solution-focused interventions which help underpin the school's ethos and values.

- Active parental support and appropriate level of participation with the school, is essential to ensure that our principles and values remain central when addressing any concerns in relation to their children.

Definition of Bullying:

Not all unkind, unacceptable behaviour is bullying behaviour. Bullying behaviour is unacceptable, unkind behaviour, which is recurrent/persistent, in which a more powerful pupil, or group, 'target' a more vulnerable pupil. NIABF/DENI/WELB

NIABF Definition:
"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." Northern Ireland Anti-Bullying Forum (2005)

The School Council carried out a consultation exercise with pupils to determine a "pupil definition" of bullying.

Pupil Definition:
Bullying is when someone is deliberately hurt or frightened by other people. You can be bullied by one person or by multiple people. Bullying is something that goes on over and over again. Hitting, pushing, saying mean things, calling names, not letting people join in, making fun of a person and ganging up on one person can all be bullying. Being bullied can hurt your feelings as well as your body. It can make you feel small and sad.

Forms of Bullying Behaviour:
The following are unacceptable behaviours BUT will only constitute bullying behaviours when they are recurrent/persistent and targeted with intent to hurt and where a power imbalance between pupils is evident.

Type of incident:
1. **Physical** (includes jostling, physical intimidation, punching/kicking, any other physical contact which may include use of weapons)

2. **Verbal** (includes name-calling, insults, jokes, threats, spreading rumours, taunting a person over their appearance or way of talking, or his/her family or their Intellectual and academic performance)

3. **Indirect Bullying Behaviour** (includes isolation, deliberate exclusion, refusal to work with/talk to/play with/help others, interfering with personal property) and includes cyber-bullying through inappropriate use of the school internet.

Pupils may be targeted on the basis of race, religion, culture, gender, perceived sexual orientation. This is not an exhaustive list of behaviours that can be classified as bullying behaviours".

The Process of Participation and Consultation

Pupil Awareness-Raising Programmes:
- Awareness-raising programmes which are ongoing through the 'Personal Development and Mutual Understanding' curriculum and through other school activities
- Obtaining the views of elected student representatives, e.g. school council representatives, and monitoring pupil concerns
- Baseline surveys/questionnaires distributed to a selection of pupils, parents and to whole school staff

Parent Awareness-Raising Programmes
- Information evenings on internet and cyber-safety
- Information placed on the school website
- Information shared in the school newsletter, The Acorn

On-going Professional Development and support for staff

Review and evaluation of the policy
- Monitoring the effectiveness of our Anti-Bullying Policy. Examine the incidence and types of concerns arising. When concerns arose, how effective were interventions? What learning is there from these? Identify and implement improvement/changes

- Collecting data
- Maintaining/reviewing records about concerns and interventions to monitor and evaluate the effectiveness of our policy and intervention strategies

Preventative Measures

The 2003 Statutory Requirements (Education & Libraries NI Order) requires schools to "**encourage good behaviour and respect for others**" and in particular to **prevent** all forms of bullying.

We aim to do this by

- Establishing and maintaining a school culture of acceptance, tolerance and respect. Using staff meetings, assemblies, class and parent meetings, Acorn newsletters to families and the school website, to establish a positive climate at school and to reinforce positive social interactions and inclusiveness
- Formulation (involving all stakeholders) and communication of school-wide rules concerning Positive Behaviour expectations (e.g. classroom contracts, posters, displays, incentives, Whole-School Pupil Awards, school assemblies, workshops)
- Implementation of the 'Personal Development and Mutual Understanding' curriculum, which addresses prejudice, discrimination and Social/Emotional Learning
- School-wide supervision and effective, consistent behaviour management by all staff
- Opportunities for developing positive peer relationships, e.g. through St Anne's Monitors (SAMs), ICT Buddies, Reading Buddies and School Councillors
- Staff awareness-training regarding bullying prevention.
- Assessments of the school's environment to determine the safety and supportiveness of the school as perceived by pupils, staff, and parents; to identify specific strengths and needs of the school; to identify where and how bullying occurs.

Responsibilities:

The Responsibilities of Staff

Our staff will (as appropriate and in keeping with school procedures)

- Foster in our pupils' self-esteem, a sense of their rights and their responsibilities to others.

- Demonstrate by example the high standards of personal pro-social behaviour we expect of our pupils.
- Discuss unkind and bullying behaviour with all classes, so that every pupil learns about the damage it causes to both the pupil who is targeted and the pupil who engages in bullying behaviour.
- Emphasise the importance of telling a trusted adult about bullying behaviour when it happens or is observed. Signpost pupils to available support.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who say that they have been bullied, take what they say seriously and respond appropriately.
- Follow up on any complaint by a parent about bullying behaviour and report back promptly and fully on the action which has been taken.
- Respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change in accordance with agreed school procedures.

The Responsibilities of Pupils

We expect our pupils to:
- Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- Intervene to support any pupil who is being bullied, unless it is unsafe for them to do so.
- Report any concerns or instances of bullying, witnessed or suspected, to a member of staff or a trusted adult, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:
- 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 behaviour to their class teacher or any trusted adult 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 forms 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 concerns, even if their children are not involved;
- Co-operating with the school, if their child is involved in a bullying concern, to resolve the difficulty in a way which stops the behaviour recurring and meets the needs of all children concerned.

Procedures for dealing with incidents of bullying

- Gather information – clarify facts and perceptions.
- Assess using the 'Bullying Concern Assessment Form' and plan appropriate interventions to resolve the issue & repair relationships, consistent with the School's Positive Behaviour and Anti-Bullying Policy and NIABF 'Effective Interventions' Guidance Document.
- Define staff roles and responsibilities for interventions in support of all the pupils / groups involved or impacted.
- Consider communication issues, parental contact and essential tasks including 'Risk Management Plans'.
- Obtain advice, support and/or make a referral to relevant Support Services, e.g. the Education Welfare Officer (EWO), the Behaviour Support Team, Educational Psychology, the School Counselling Service, Child Protection Support Services.
- Continue to monitor pupils throughout and subsequent to implementing interventions.

Monitoring and Evaluating the Impact of the Anti-Bullying Policy

It is the responsibility of the Board of Governors and the Principal to monitor the effectiveness of this anti-bullying policy by:

- Monitoring the effectiveness of our Anti-Bullying Policy – examining the incidence and types of concerns arising. When 'Concerns' arose how effective were interventions? What learning is there from these - identify and implement improvement / changes;
- Collecting data and maintaining and reviewing records about concerns and interventions to monitor and evaluate the effectiveness of our policy and intervention strategies;
- Formally reviewing/updating the Anti-Bullying Policy (every 4 years, or as required). The revised policy to be formally adopted by the Board of Governors, and to be signed and dated.

The Board of Governors reviews the policy every four years. The governors may, however, review the policy earlier, and make recommendations for further improvements, if new legislation is introduced, or after a serious incident, in order to improve practice.

Professional Development of Staff

The following courses were provided for a range of staff within St Anne's Primary School:

Effective Responses to Bullying Behaviour, BELB and NELB, Dec 2013

Anti-Bullying 10 Years On, NIABF, March 2014

Anti-Bullying Policy Review Training, Behavioural Support Team, April 2015

Promoting Positive Behaviour, Training for Lunchtime Supervisors, the Behavioural Support Team, March 2015

Anti-Bullying Policy Development and Effective Responses to Bullying, Behavioural Support Team October 2015

Active Listening Skills and Effective Communication in Challenging Pastoral Situations, Behavioural Support Team October 2015