Anti-Bullying Policy

In Glengormley Integrated Primary School we provide a caring and welcoming environment. We take pride in having happy and contented children who know that their opinions and views, alongside their rights as individuals, are respected and valued. The school promotes an ethos that celebrates difference. The school condemns bullying of any kind. This policy reflects the school's aim of maintaining a safe, caring and happy environment for all children and adults.

The school will do everything within its capacity to:
- encourage a whole-school approach to bullying, so that effective teaching and learning can take place for all in a safe and secure environment
- prevent bullying from occurring, through its pastoral provision, classroom management and preventative curriculum
- have a consistent approach to dealing with incidents of bullying swiftly and effectively, prioritising an assessment of the risk to the victim
- support and protect any child who is the victim of bullying
- identify and take appropriate action against those responsible for bullying

The school has a duty to ensure that the anti-bullying ethos permeates all activities and functions. This policy therefore complements and supports a range of other school policies including:
- Pastoral Care
- Positive Behaviour
- Attendance
- Special Educational Needs
- Relationships and Sex Education
- E-Safety & Acceptable Use

Key Personnel and their Responsibilities
Children
School Council
Staff
Parents

Governors

Responsibilities of children

We expect our children to:

- refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity
- 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
- adhere to class / school rules
- adhere to the Acceptable Use Policy for the use of ICT and Online Safety

Responsibilities of staff

Our staff will:

- foster self-esteem, self-respect and respect for others, in our children
- demonstrate by example the high standards of personal and social behaviour we expect of our children
- discuss bullying with all classes, so that every child learns about the damage it causes to both the child who is bullied and to the bully, and the importance of telling a teacher about bullying when it happens
- be alert to signs of distress
- listen to children, and investigate, interview witnesses and record
- report confirmed cases of bullying to their Key Stage Leader
- 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
- record promptly information about incidents of potential bullying and action taken using the recording sheets BCAF (Bullying Concern Assessment Form)
- be aware that the child displaying bullying behaviour will need help and guidance towards modifying his/her behaviour.

- be aware and ensure all children adhere to the schools E-Safety Policy and Acceptable Use Policy for ICT

Responsibilities of Key Stage Leaders, SLT and Pastoral Care Coordinator
- to draw up the policy after consultation with children, staff and governors
- to review the policy every three years
- to maintain child, parental and staff consultation
- to keep abreast of new legislation
- to make new staff/work experience personnel aware of policy, alongside Safeguarding and Child Protection Policy
- to ensure each of the above is given a copy of the policy
- to actively and regularly promote and encourage School Council involvement
- to further investigate incidents of alleged bullying when necessary by completion of appropriate sections of BCAF including part 4 review.
- to keep parents or other involved parties informed as required

Responsibilities of Board of Governors
- to be aware of the school's policy on Anti-Bullying
- to understand the agreed procedures for dealing with incidents
- to review and ratify the policy

Responsibilities of Parents/Carers
We ask our parents to support their children and the school by:
- watching for signs of distress or unusual behaviour in their children as this might be evidence of bullying
- advising their children to report any bullying to any responsible adult and explain the implications, for themselves and for other children, of allowing the bullying to continue unchecked
- 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

- co-operating with the school, if their 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
- be aware and insist their children adhere to the school E-Safety Policy and acceptable use policy for ICT
- monitoring the use of mobile devices and online activity ensuring they are only accessing age appropriate materials including their children's use of social media

Responsibility of Volunteers

Volunteers should report factually on any incidents witnessed and the appropriate staff should be informed accordingly. Volunteers should seek assistance from staff immediately.

Definitions

Bullying is defined broadly, to include any form of harassment, physical, written or verbal. Any persistent pattern of actions which is deliberately intended to wound, intimidate, dismay, hurt, upset, annoy or provoke another child will be regarded as bullying and attempts to frighten or cajole children into keeping quiet about such harassment will be regarded as bullying.

In recent times a different form of bullying has emerged, namely electronic bullying. Electronic bullying is defined as an aggressive, intentional act carried out by a group or an individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself. Refer to the school E-Safety policy.

Forms of Bullying

Physical
Verbal
Indirect
Electronic
Written

Some examples of the above:

- physical violence such as hitting, pushing or spitting at another child
- interfering with another child's property by stealing, hiding or damaging it
- using offensive names when addressing another child
- teasing or spreading rumours about another child or his/her family
- belittling another child's abilities or achievements
- writing offensive notes or graffiti about another child
- excluding another child from a group activity
- ridiculing another child's appearance, way of speaking or personal mannerisms
- harassing by text, email, phone calls etc.
- racial and homophobic bullying
- inappropriate comments about a person's culture, race or religion
- 'ganging up' on people
- extortion
- malicious gossip
- shouting, swearing, verbal abuse
- forcing someone to do something they do not wish to do

Signs of bullying may often be similar to those indicating a child protection issue. Staff should be aware of the following, where possible and discuss with Designated Teachers appropriately. Refer to Safeguarding and Child Protection Policies. Signs may include:

- reluctance to go to or from school alone
- reluctance to attend school
- wanting to change route to school
- losing possessions
- damaged possessions
- needing money
- loss of appetite
- avoiding going into playground
- inability to concentrate
- falling-off of standards of work

- aggression
- tantrums
- attention-seeking
- regression to thumb-sucking
- tearfulness and depression
- difficulty in making and sustaining friendships
- refusal to say what's wrong
- unexplained bruises, scratches or cuts
- giving improbable explanations to explain any of the above

Links with the Curriculum

PATHS Programme

The PATHS® Programme for Schools (UK Version) is a programme for educators and counsellors designed to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills.

Paths Plus Friendship Group Programme

Friendship Group is a social skill training programme that offers children the opportunity to learn and practice social skills in the context of small, supportive peer groups with adult guidance. The programme is for children in P4-7, and focuses on teamwork, cooperation and communication skills, fair play, negotiation skills, and effective conflict management. In addition, children have an opportunity to talk about their social worries, and receive support in coping with challenging peer situations.

PDMU

Relationships
Rules, rights and responsibilities
Learning to live as members of the community

Online Safety Scheme (P1-P7)

Half termly lessons spanning a week to give children the tools to protect themselves online.

Thinking Skills and Personal Capabilities
Thinking, problem-solving and decision-making
Working with others

School Council
Our school council has been developed as a forum for children in Primary 4 - 7 to express their views and be part of the decision-making process. This can have a very positive impact on behaviour throughout the school and can lead to a decrease in bullying. Children learn to develop the balance between "my rights" and "my responsibilities". Staff extend this to all classes, in an age appropriate manner.

Dealing with child experiencing bullying behaviour
If a member of staff is alerted to the possibility of bullying, it will be necessary to deal with it firmly and sensitively and with the necessary degree of priority.
Staff should:
- listen sympathetically, attempt to establish all the facts
- make notes of isolated incidents in school concern sheets and pass on to the next teacher at the end of the year (blue folders);
- complete the Bullying Concern Assessment Form (part 3a action plan)
- reassure victim they are not to blame (unless, unusually, there is good reason to believe this is not the case)
- ask the child what they would like to see happening to resolve the situation;
- agree an appropriate course of action
- offer support and protection
- meet with parents to reassure the victim that we as a school are taking this seriously and will be dealing with it accordingly
- If the matter has a safeguarding or child protection concern, consult with the Designated or Deputy Designated Teacher

- in serious cases, counselling may need to be offered, whether from a trained teacher or an outside body

Dealing with the child displaying bullying behaviour.
As well as ensuring that children who are bullying are dealt with in accordance with school policies and procedures, it will be necessary to work with these children to try to help them change their unacceptable behaviour.

When confident with the accuracy of evidence of bullying, teachers should not:
- minimise its importance or ignore it
- assume the matter will resolve itself in time
- allow or encourage children to sort things out solely by themselves
- challenge or threaten the bully
- act in manner which might appear aggressive and escalate the situation

When dealing with the child displaying bullying behaviour, teachers should:
- talk calmly
- ask them to think about and talk about the implications of their behaviour for the child who they targeted
- probe for any underlying reasons (without the use of leading questions - see Safeguarding and Child Protection Policy for guidance)
- seek assurances that it will not be repeated
- talk the bully through his/her behaviour to allow him/her scope to think about/understand his/her own motives
- use reflective activities to highlight the importance of making good choices - complete the Think Time discussion review sheets BCAF (part 3b action plan)
- encourage more socially acceptable behaviour
- inform Key Stage Leaders, SLT/DT & DDT, other relevant staff
- inform the parent/s and seek support
- consider availing of outside assistance, where available

Sanctions (in keeping with Positive Behaviour Policy) may be:
- separating the bully and the target at play-times
- withdrawal of privileges
- weekly target sheets (Rathmore Educational Guidance Centre Support Pack)
- teacher-led sanctions age-appropriate e.g. Golden Time
- suspension/expulsion - all documentation to be completed by Principal

These sanctions should only be enforced if the normal day-to-day procedures for promoting positive behaviour have not had the desired effect on the individuals concerned.