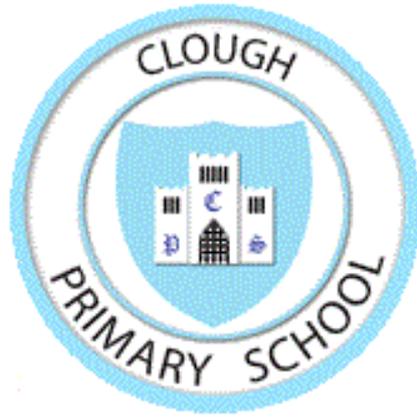


# Clough Primary School



## Anti-Bullying Policy

This policy was adapted: \_\_\_\_\_

Signed: \_\_\_\_\_ Chairperson B.O.G.

Review date: By June 2023

## Rationale

Clough Primary School is completely opposed to bullying behaviour which is entirely contrary to the values and principles that we work and live by.

Our Mission Statement says:

At Clough Primary School we aim to create a calm and caring environment where everyone and specifically each child will be encouraged to fulfil their intellectual, spiritual, physical, social, aesthetic and emotional potential.

Central to the creation of this environment is everyone's commitment to the agreed moral values developing self-esteem, respect and consideration for other people, their property, culture, traditions and opinions.

We aim to establish a supportive learning environment where pupils, teachers, support staff, parents/guardians and governors work together to facilitate effective learning.

## Definition

### The Legal Definition Of Bullying For Northern Ireland As Outlined In The 2016 Act

“(1) In this Act “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 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.

(2) For the purposes of subsection (1), “act” includes **omission**”.

## In Clough Primary School

- Pupils have a right to learn free from intimidation and fear.
- Any reported concerns about bullying behaviour will be taken seriously.
- Pupils who believe they have been the target of bullying will be listened to.
- The safety needs of the child who has been ‘targeted’ are paramount
- Our school will not tolerate bullying behaviour.
- School staff will be equipped to respond to incidents in a way which meets the support needs of both the pupil who has been targeted and the pupil who engages in bullying behaviour, to affect positive change.

## Forms of Bullying

- Physical violence such as hitting, pushing or spitting at another pupil.
- Interfering with another pupil's property by stealing, hiding or damaging it.
- Using offensive names when addressing another pupil.
- Teasing or spreading rumours about another pupil or his/her family.

- Belittling another pupil's abilities and achievements.
- Writing offensive notes or graffiti about another pupil.
- Excluding another pupil from a group activity.
- Ridiculing another pupil's appearance, way of speaking or personal mannerisms.
- Misusing technology (internet or mobiles) to hurt or humiliate another person.

## **Purposes**

All members of staff in Clough Primary School reject bullying behaviour in any form and are committed to eradicating it from the school.

- We aim to develop an anti-bullying culture where pupils have a right to be taught in a safe environment free from threats of abuse.
- We recognise that all pupils have a responsibility to behave in a caring manner towards others, to reject bullying behaviour and to report incidents to the staff.
- All staff will be aware of children with Special Needs including those who are on the Dyslexic continuum who may be more vulnerable to incidents of bullying behaviour.
- All reported cases involving bullying behaviour will be investigated fully.
- We will listen to, consult, protect and support the target at all times.
- All appropriate steps will be taken to support the pupil(s) who have engaged in bullying behaviour helping them change their behaviour.
- Parents who have raised concerns will be kept fully informed.
- We will endeavour to create an environment where bullying behaviour is foreign both in concept and practice.

## **RESPONSIBILITIES OF ALL STAKEHOLDERS**

### **ROLE OF THE 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 Years 3 – 7 and good friendships with Years 1 and 2. In this way every pupil will learn about the damage bullying causes to both the child who is bullied and to the bully, and the importance of telling the teacher 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 and act to support and protect them.
- Report suspected cases of bullying to Mr Hutchinson, Principal and Deputy Designated Teacher for Child Protection, or Mrs Stewart, 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, in line with our school Complaints Policy.
- Deal with observed instances of bullying promptly and effectively in accordance with agreed procedures.

- Complete a Bullying Concern Assessment Form.
- Keep a written record of any reported instances of bullying using agreed format

## **Role of The Pupils**

### **We Aim That Our Pupils Will:**

- Refrain from becoming involved in any kinds of bullying, even at risk of becoming temporarily unpopular.
- 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 reduce any climate of secrecy and help prevent further instances.

### **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.

## **Role of The 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, Mrs Stewart (Designated Teacher for Child Protection) or Mr Hutchinson (Principal and Deputy Designated Teacher) and explain the implications of allowing the bullying to continue unchecked, for themselves and other pupils.
- Advising their children not to retaliate to any form of bullying.
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken.
- Informing the school of any suspected bullying, even if their children are not involved.
- Co-operating with the school, if their children are accused of bullying and try to ascertain the truth.

## **The Responsibilities of All**

Everyone should work together to combat and, hopefully in time, eradicate bullying.

## **PREVENTATIVE MEASURES**

### **We Will Have a Positive Behaviour Management Programme, Which Includes:**

- Positive affirming classrooms. (Classroom Rules agreed by all pupils.)
- Changing pairs (in different groupings, encourage children to have different partners.)
- Class projects (group work)

- Circle time
- Lunch-time supervisors training (need to be vigilant)
- P7 buddies for P1 (pre-Covid-19)
- Promote a listening environment where children feel free to talk about and discuss their concerns
- Anti – Bullying Week.
- Assemblies addressing feelings, emotions, positive behaviour and anti-bullying themes.
- Programme by P.S.N.I.
- P.D.M.U.

## **Procedures for Dealing with Incidents of Bullying Behaviour**

- Gather and clarify the facts
- Check that the behaviour constitutes bullying behaviour as defined in the School Policy.
- Records of any previous incidents.
- Complete the Bullying Concern Assessment Form.
- On the basis of this initial assessment, using the intervention levels as outlined in our Positive Behaviour Policy:

### **Agreed Sanctions**

#### **Mild**

1. A verbal warning is given.
2. The child is given a time out for five minutes and this is brought to the Principal's (Mr Hutchinson's) attention.
3. The child will stay inside and miss one play session.

#### **Moderate**

4. The Principal will inform the parent / guardian and the child will stay inside for a longer period. This will be decided after discussion between the Principal and the parent / guardian, however, this period will not exceed five days.
5. The child will have an extended time inside. This will be determined following discussion between the Principal and the parent / guardian.

### **Severe (Where undesirable behaviour exists throughout school)**

6. The school reserves the right to suspend a child in line with the E.A. Suspension and Expulsion Policy.
7. The school reserves the right to expel a child in line with the E.A. Suspension and Expulsion Policy.

- Choose an appropriate intervention
- Ensure effective communication amongst all parties
- In addition, consider the possible need for:
  - Parental involvement
  - SENCO involvement
  - Risk assessment
  - External agency involvement
- Refer to the support materials provided on the intervention/strategy selected.
- Monitor and evaluate the on – going effectiveness of the chosen strategy.
- Record actions taken and outcomes achieved.
- Review the outcomes to determine whether further action is required.

## **Links with Other School Policies**

- Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Relationships and Sexuality Education
- E-Safety Policy & Acceptable Use of Internet Policy
- Mobile Phone Policy
- Educational Visits

**The co-ordinator for Pastoral Care, Mrs Stewart, will regularly monitor and evaluate the effectiveness of this policy through:**

- Checking the number of reports of bullying.
- Discussing with staff annually the content of their schemes for P.D.M.U.
- An annual review of resources.

Bullying is “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”.

| <b>Bullying Incident Form</b>   |                 |               |                   |
|---|-----------------|---------------|-------------------|
| <b>Bullying is “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”.</b>   |                 |               |                   |
| <b>Name of Staff Member(S) Involved</b>   |                 |               |                   |
|   | <b>Name (s)</b> | <b>Gender</b> | <b>Class/Year</b> |
| <b>Complainant(s)</b>   |                 |               |                   |
| <b>Alleged child/children who has/have been bullied (if different from above)</b>   |                 |               |                   |
| <b>Alleged child/children who has/have displayed bullying behaviour</b>   |                 |               |                   |
| <b>Date of incident:</b>  |                 |               |                   |
| <b>Location of incident:</b>  |                 |               |                   |
| <b>Type of incident: Please tick/circle appropriate types</b>   |                 |               |                   |
| <input type="checkbox"/> <b>Physical Bullying</b><br>(includes jostling, physical intimidation, interfering with personal property (stealing, damaging, intruding upon it) punching/kicking, any other physical contact which may include hair pulling, spitting or use of ‘weapon’, extortion, writing/drawing offensive notes.) |                 |               |                   |
| <input type="checkbox"/> <b>Verbal Bullying</b>   |                 |               |                   |

(includes name calling, insults, jokes, threats, spreading malicious rumours, ridicule of another's appearance/disability/personal mannerisms/way of speaking, humiliating another publicly, mocking, sarcasm, intimidation)

**Emotional Bullying**

(includes isolation, refusal to work with/talk to/play with/help others, mobbing the individual, belittling another's abilities, or achievements, menacing looks, stares or rude gestures)

**Cyber Bullying** (please specify)

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**Other**

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**Details of Incident**

**Action/support for child/children who has/have been bullied i.e. on-going support / monitoring from staff (including time frame of follow up action required)**

**Parental involvement (please specify e.g. dates and details of information received)**

**Principal's comment**

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

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