

Lissan Primary School



Anti-Bullying Policy

“Together we learn, grow and play in God’s love and care.”

A Policy for Anti Bullying

Last Reviewed January 2021

Introduction

Lissan Primary School is committed to creating and maintaining a safe and secure environment for all our pupils.

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters.

For that reason, we never refer to a child as 'a bully', nor do we refer to a child as 'a victim'. Instead, we will refer to the child by describing the situation surrounding that child, for example:

- *A child displaying bullying behaviours*
- *A child experiencing bullying behaviours*

We encourage everyone to use this language when discussing bullying incidents.

Bullying is an unacceptable form of behaviour, which can cause profound emotional and physical harm. Lissan PS actively promotes positive interpersonal relationships between all members of the school community.

Our school community shares in the responsibility of promoting an anti-bullying culture and in dealing effectively with bullying behaviour when it does occur.

The incidence of bullying behaviour will be much less likely where all members of the school community - teachers, pupils, parents and ancillary staff, co-operate in promoting an atmosphere in which all forms of bullying behaviour are rejected.

The primary aim of this policy is to a) protect the child experiencing bullying behaviours and b) change the behaviour of the child displaying bullying behaviours. Bullying behaviour will be dealt with using positive behaviour management, to promote an ethos of harmony and mutual respect, as reflected in our commitment to Christian values.

This policy is closely linked with the school's policies on Pastoral Care, Child Protection, Discipline, Special Needs and Personal Safety, as well as positive behaviour management strategies and rewards.

Aims and Objectives in relation to bullying behaviour will focus on:

- the promotion of a whole-school approach to raising awareness of the dangers of bullying.
- the right of pupils to learn free from intimidation or fear.
- the development and implementation of strategies which are strongly preventative in nature, in addressing the issue of bullying.
- the needs of a child experiencing bullying behaviours as being paramount.
- defining the procedures to be followed by teaching staff, ancillary staff, pupils and parents, in relation to an incident of bullying.
- Reporting and investigating incidents.

Defining Bullying Behaviour

Bullying behaviour is "deliberately hurtful behaviour, repeated over time, where it may be difficult for a child experiencing bullying behaviours to defend him or herself". Addressing bullying in Schools Act (NI2016).

Bullying is a form of repeated, continuous behaviour, which makes another person feel uncomfortable, insecure or threatened, and it can take many forms:

Emotional -

Acting spitefully
Sending to "Coventry"
Talking behind backs
Ignoring
Stealing
Threatening
Pulling Faces
Staring out
Writing nasty notes/letters/graffiti

Verbal

Calling names
Excluding
Laughing
Teasing
Swearing
Screaming
Blackmailing
Spreading rumours
Spoiling games
Shouting
Whispering
Back chatting
Being cheeky
Conning
Being sarcastic
Annoying by interrupting
Making sexual/racial/sectarian remarks/disablist & gender related
Writing something nasty
Telling lies about people

Physical

Kicking

Punching
Head butting
Cutting
Pulling
Hitting
Pushing
Spitting
Biting
Stealing
Elbowing
Stamping
Tripping
Scratching
Physical restraint
Thumping

Non-Verbal

Getting people into trouble
Putting tongue out
Making rude signs
Pulling faces
Staring
Ignoring
Being Selfish
Writing letters
Leaving out of games
Giving dirty looks
Talking behind back
Annoying people
Spitting
Irritating
Wetting people
Electronic/Cyber / internet bullying

All staff will take a pro-active role in introducing and reviewing strategies to eliminate bullying. This will include reviewing the school's anti-bullying policy and procedures, undertaking regular training, providing training for the teaching and ancillary staff, providing resources for staff to prepare and present a series of lessons on bullying for each year group, organising focused activities during anti-bullying week, organising focused playground games during lunch times and liaising closely with the principal, class teachers, classroom assistants and auxiliary staff.

b) Curriculum

Preventative strategies have a high priority in minimising bullying. The theme of bullying will be specifically addressed across a number of subject areas.

- In Religious Education through Assemblies dealing with respect for others and Christian values.
- In English through the use of stories, plays and poems, in Drama through the use of role play.
- In Art through reflective illustrations.
- In Personal and Social Education through learning about ourselves.
- In our Shared Education programme, by learning to respect differences.
- Circle Time will be used in all classes to enhance and encourage co-operation among children and to provide a safe and secure atmosphere in which children can raise issues of concern.
- In our delivery of Emotional Intelligence, addressing feelings and emotions.
- Use of peer mediation to solve issues in the playground by children.

c) Reluctance to Report Bullying

It is important to appreciate that many pupils are reluctant to make an immediate report of an incident of bullying. This may be due to a number of reasons, such as fear of reprisals, feelings of low self-esteem, guilt, embarrassment or fear of not being believed. It is therefore essential that all members of the school community take responsibility for raising awareness.

Our Pupils' Entitlement and Responsibility

Lissan PS is a community made up of different groups of people each of whom has a particular entitlement, and associated with the entitlements are certain responsibilities.

Lissan PS will endeavour to build a safe and caring environment in which our children feel secure, are valued, are actively involved in forming our rules and policy - with active involvement of our class and school's pupil council - and whose needs are recognised.

Within our school pupils are required:

- To treat other pupils and all staff with respect.
- Behave correctly throughout the day.
- Respect all property.
- Follow school rules.
- Refuse to engage in bullying and act against bullying by reporting such an incident or intervene to prevent it.

When a child is suspected of being bullied or claims to have been bullied he/she is entitled to:

- Be listened to.
- Be taken seriously.
- Be informed of actions that are possible to address their concerns.
- Be reassured that all possible steps will be taken to ensure their safety.
- Know that the school will contact parents if appropriate.
- Know that the situation will be monitored.

When a child is suspected of bullying other children he/she is entitled to:

- Be listened to.
- Be taken seriously.
- Be informed of what action the school will take to address the situation and ensure there is no re-occurrence.
- Be informed of the timescale of any investigation.
- Know that the school will contact parents.
- Know that the situation will be monitored.

Our Parents' Entitlement and Responsibility

Parents are entitled to expect that:

- Their child will be educated in an atmosphere which is safe and caring and not characterised by violence and intimidation.
- They will be informed promptly of any incident of bullying regarding their child and that this will be dealt with confidentially.
- The school will take all reasonable steps to prevent bullying occurring.
- Any bullying incident which is reported will be investigated according to the school's guidelines.
- Any bullying incident that is found to have taken place will be dealt with in line with the school's guidelines.

Parents of our pupils are responsible for:

- Ensuring that their child respects and co-operates with teachers, ancillary staff and other pupils.
- Seeing that their child up-hold the rules of the school.
- Contacting the school to report any concerns over bullying behaviour.
- Supporting all aspects of the school ethos.
- Being vigilant in looking for signs that their child may be a victim of bullying.

Parents of children who experience bullying behaviours and parents of children who display bullying behaviours are entitled to:

- Know what the school's anti-bullying policy is.
- Know what action the school will take when bullying is reported.
- Be included in discussions that outline appropriate action on the part of the parent.
- Know that the situation will be monitored.

Signs of bullying (seen at home) -

- Being frightened to walk to and from school.
- Asking to be taken to school.
- Changing their usual route to school.
- Developing a pattern of headaches, stomach aches etc.
- Having possessions go missing.
- Damaged clothing.
- Unexplained bruising or cuts.
- Asking for/beginning to steal money.
- Crying themselves to sleep.
- Start wetting the bed.
- Having nightmares.
- Attempting suicide.
- A change in behaviour.

Parents/guardians should tell their child **not to retaliate** but to report any incident to a member of the teaching or ancillary staff, or to their own parent/guardian.

Parents/guardians should inform the school immediately of any incident of bullying or suspected bullying.

Teachers' Entitlement and Responsibility

All teachers and other adults in the school community have the right to:

- Work in a positive environment where there is respect and fairness at all times.
- Truthfulness and honesty from pupils.

- Equal treatment from all staff and pupils.
- Co-operation from pupils and parents.
- Access to the code of practice to combat harassment in school.

They also have the right to advice and support from:

- The Department of Education (statutory guidance).
- Education and Library Board.
- Council for Catholic Maintained Schools.

Teachers have a responsibility to ensure:

- The well-being of all the children in their care including:
- Making them feel secure.
- Bringing out their best qualities.
- Treating them impartially.
- The rules of the school are implemented consistently, fairly and reasonably.

Teachers act as role models for pupils. They have the potential to influence pupil behaviour in a positive direction. They can promote relationships characterised by respect, tolerance, friendship and co-operation, among and between pupils and staff.

Teachers should be vigilant in looking for signs of distress both within the classroom and while on supervision duty in the playground.

Signs of bullying (seen in school) -

- Increased absences from school.
- Deterioration in school work.
- Becoming withdrawn.
- Starting to stammer.
- Starting to hit other children.
- Refusal to say what is wrong.
- Feigning illness (Break/Lunch) Apprehensiveness

When teachers suspect an incident of bullying or an incident has been reported to them by a pupil, parent or ancillary staff, they should act immediately to protect a child experiencing bullying behaviours, **without placing a child experiencing bullying behaviours at further risk.** See **APPENDIX 1**

Teachers should record incidents of actual or alleged bullying. (See Appendix 2)
A photocopy of the record should be given to the coordinator and Principal.

Parents/guardians should be willing to attend interviews with the class teacher or principal if their child is involved in any incident of bullying - either as a child experiencing bullying behaviours or a child displaying bullying behaviours.

Responsibilities of Ancillary Staff

Ancillary staff should be vigilant in looking for signs of bullying.

They should report any incident of bullying or suspected bullying to the class teacher or principal immediately.

During lunch times, supervisory staff will organise playground games and help maximise the use children make of the play equipment and playground markings, to help give children focused activities to minimise the likelihood of bullying.

Positive Behaviour Management

In keeping with the school's commitment to positive behaviour management, the outcome after an incident of bullying should be:

- to protect a child experiencing bullying behaviours and stop the bullying.
- to change the behaviour of the bully.

The intervention of a teacher will aim at acknowledging the distress of the victim, reassure and support a child experiencing bullying behaviours and increase their self-esteem.

Programmes will be used to help the bully change his/her behaviour.

If the bullying behaviour persists, sanctions will be considered in accordance with the school's discipline policy and positive behaviour strategies will continue. If, after the use of positive behaviour strategies and sanctions, the bullying behaviour continues, then the Child Protection strategies (See Child Protection Procedures) will be implemented.

All incidents of bullying must be recorded; one copy forwarded to the co-ordinator and Principal and a copy retained in the Class Behaviour Record Book. Class teachers must use the recording system, including Class Behaviour Record Books.

Conclusion

Monitoring and Evaluating the Effectiveness of the policy.

The procedures in this policy will be monitored for effectiveness and the policy will be reviewed annually.

Appendix 1

All staff -

How to React and What to Do

- **Listen**
- **Believe**
- **Reassure**
- **Explain**
- **Act immediately**
- **Record**
- **Get support**

Report on Incident of Alleged Bullying

Child's Name Date

Class Teacher

Teacher/Support Staff reporting the incident

Where did the incident occur?

Behaviour displayed: Bullying behaviour Experiencing bullying behaviour

Physical bullying

- Hitting, punching
- Pinching, scratching
- Kicking, pushing tripping
- Spitting
- Damaging/stealing property
- Throwing objects at someone
- Hiding/taking belongings
- Other

Verbal bullying

- Teasing/name calling
- Making offensive remarks
- Making discriminatory remarks
- Insulting someone
- Threatening someone
- Repeated teasing
- Intimidating someone
- Other

Emotional/social bullying

- Leaving people out
- Spreading rumours
- Excluding someone
- Ignoring someone
- Making fun of someone
- Stopping people from befriending someone
- Other

Comments:

Actions taken after the incident:

Parents informed: Yes No Date: _____

Follow up: _____ Date: _____

Parent's signature _____ Teacher Signature _____