

Windmill Integrated Primary School and Nursery Unit



Anti – Bullying Policy

Review Date: _____

PD& MU Co-ordinator: _____

Chairperson: _____

Next Review: _____

Windmill Integrated Primary School & Nursery Unit

School Vision and Ethos

Our School Mission Statement

In Windmill Integrated Primary School children are cherished, everyone is valued and respected as individuals.

We are committed to our Integrated Ethos, where we celebrate, share and value difference.

School Aims:

- To provide a broad and balanced curriculum, based on the Northern Ireland Revised Curriculum, that is appropriate to the needs of each child enabling him or her, to take advantage of every learning opportunity and reach his or her full potential.
- To provide a happy and stimulating environment where the highest standards of attainment and behaviour are expected and where each child can achieve success.
- To encourage children to value and respect themselves, others and their environment.
- To ensure that all our children are aware that they are part of a wide and diverse society and to equip them to become independent, self confident and take responsibility for their future.
- To encourage children to value their own particular tradition and develop knowledge, understanding and respect for other traditions and cultures.
- To ensure that the school is a place where parents and carers, staff and children work together in partnership to develop each child's potential.

On a journey together...learning for life.

Reference to Anti-Bullying Legislation

1. Under the terms of the UN Convention every child has basic fundamental rights. These include the right to:

- Protection from violence, abuse or neglect
- An education that enables children to fulfil their potential
- Express their opinions and to be listened to.

2. The Department of Education defines bullying as:

“Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself.” ‘Pastoral Care in Schools: Promoting Positive Behaviour’ (2001)

3. The Addressing Bullying in Schools Act (Northern Ireland) 2016

A Definition of “bullying”

In this Act “bullying” includes (but is not limited to) 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.

3a. The Role of the Board of Governors

The Act sets out that the duty of the Board of Governors of a school is to secure measures to prevent, record and address incidents as above. This includes pupils on the premises of the school, or while a pupil is in the lawful control of a staff or receiving educational provision elsewhere other than the premises of the school.

Policy Aims

The aims of this policy are

To acknowledge that

- bullying, is the offensive targeting of religious, cultural, economic, differences or disability, through verbal, physical incidents, social exclusion, or cyber incidents.

To recognise

- the gravity of bullying, that it is repetitive, persistent, unacceptable and it can cause psychological or physical harm to young people.

To recognise that the School plays a major part

- in protecting and preventing harm to our pupil's friendships and safety
- in actively seeking to prevent bullying and change the behaviour of the child who is bullying others
- in educating pupils
- developing the awareness of staff through staff training
- in pupils feeling secure in a safe environment so that they can speak out if they feel they are being bullied and to be listened to

To continue to use resources to achieve an anti-bullying culture within the school, such as Northern Ireland PDMU Curriculum, Living Learning

Together, and the NSPCC Keeping Safe Programme

To adopt a consistent approach to the recording and dealing with incidents of bullying.

PRINCIPLES

- Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear.
- The welfare/well-being needs of all children and young people are paramount and pupils' needs (the targeted pupil or the pupil presenting bullying behaviour need to be separated from their behaviour.)
- When bullying concerns are identified our school will work in a restorative and solution focused way to achieve the necessary change.
- Pupils who are targeted will be listened to and supported.
- Pupils who engage in bullying behaviour will be listened to and encouraged to accept responsibility and change their behaviour.
- Staff will receive awareness-raising training regarding bullying prevention including effective, appropriate strategies for intervention.
- Where a concern arises, staff will receive ongoing support from Senior Managers with Pastoral responsibility.
- Parents will be made aware of our school's practice to prevent and to respond to concerns through parent information meetings, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child.

FORMS OF BULLYING

Bullying can take many different forms and is behaviour that intentionally and persistently causes distress to others.

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

EMOTIONAL BULLYING	CYBER BULLYING
<p>e.g. excluding/shunning others from group activity/social setting or play; - belittling another's abilities or achievements; - menacing looks/stares; - rude signs or gestures</p>	<p>e.g. 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</p>
<hr/> <p>Sectarian/Racist Bullying Eg related to religious , belief and /or political opinion. skin colour or culture</p>	<hr/> <p>Disability Bullying Eg related to perceived or actual disability</p>

These categories may be inter-related

SIGNS OF STRESS

Signs of stress in pupils which may indicate bullying

:

- Child's unwillingness to attend school / lateness /erratic attendance.
- Avoidance, hanging back from playground or staying late at school.
- Deterioration of work or mislaid 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
–stammering / crying and irritability.
- Reluctance to sit beside or near certain pupils / hesitant to walk to school and home.
- Unexplained bruising or cuts / damaged clothing.
- Asking for or beginning to steal money.

- Threatening / attempting suicide.
- Deterioration in behaviour as child tries to impress.

STRATEGIES TO PREVENT OR REDUCE BULLYING

Windmill Integrated Primary School has established and will maintain the following strategies to prevent and reduce bullying behaviour:

Proactive Strategies to ensure awareness is raised.

- Promote whole school Ethos at all times (involvement from P1-7 in the NSPCC Keeping Safe Programme).
- Awareness of Rights and Responsibilities and Roles within the school
- Recognise and reward good behaviour.
- Ensure that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of the school code of conduct as set out in the Positive Behaviour Policy.
- School assemblies – addressing Bullying and providing Anti-Bullying Strategies.
- Vigilant supervision – playground / general school environment.
- Consultation with School Council.
- Use of PDMU lessons / Circle time / Implementation of Northern Ireland Curriculum Living and Learning together PDMU resource
- Promotion of initiatives such as Playground Friends
- Questionnaires.
- Good parental communication.

- Awareness raising eg P1 Parent Induction meetings, class information meetings, newsletters, website, Open Afternoon
- Awareness of national Anti-Bullying Week (in November each year).
- Use of outside agencies – NSPCC, Childline, PSNI, Behaviour Support Team.
- Staff training / effective communication, use of Effective Responses to Bullying Levels of Intervention Bullying Behaviour (**Use of Appendix 1**)
- UICT Lessons on Internet Safety
- Use of Anti Bullying Ambassador Materials

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 the situation quickly.
- Reports will be taken seriously.
- Steps will be taken to ensure the child feels safe and secure.
- Significant incidents will involve further investigation and recording. A clear account reported to the appropriate members of staff i.e. class teacher / head of Key Stage / Vice Principal / Principal / Designated Teacher for Child Protection.
- Significant or repeated incidents will require parents to be informed.
- Disciplinary measures / sanctions, which are proportionate and clearly set out in the Positive Behaviour Policy, will be explained and used.

PROCEDURES FOR DEALING WITH BULLYING

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

When dealing with bullying behaviour the school will aim to:

1. Stop the bullying behaviour.
2. Protect and support the bullied pupil.
3. Change the attitude and behaviour of the bully.

Every child can make mistakes and can behave in ways that are hurtful to others. In most cases a quiet word and an explanation of how others feel is sufficient to make a difference. Children can and do learn over time how to care for themselves and for others. We believe that learning from mistakes and being genuinely sorry for them is part of growing up to be a socially well adjusted person. We believe much can be achieved by talking with the children involved to achieve a resolution and reconciliation. In some cases, however, talking things through will not make enough of a difference and in these cases we reserve the right to apply a range of sanctions.

In Windmill Integrated Primary School if any type of bullying is highlighted, the following strategies will be implemented by staff in two stages;

STAGE 1

All staff will:

- Listen to concerns when reported.
- Identify those involved in the bullying incident.
- Give each pupil the opportunity to talk. The discussion will focus on finding a solution and stopping the bullying from recurring.
- Staff will remain neutral and avoid direct, closed questions.
- The pupils are helped to find their own solution to their personal disagreement and discuss how their proposals will be put into action.
- Other appropriate members of staff will be informed i.e. class teacher, non-teaching staff, head of Key Stage, Vice-Principal, Principal. Incidents will be recorded as appropriate **.(Appendix 1 Bullying Concern Assessment Form)**
- A follow-up meeting/discussion is useful to find out whether the solution has been effective or not.

STAGE 2

If the problem is not resolved staff will:

1. Implement procedures within the hierarchy of sanctions (refer to Positive Behaviour Policy)
2. Continue to monitor the situation and follow procedures as agreed. (See **Appendix 1 Appropriate Levels of Intervention**) significant/repeated/or serious one-off incident).
3. Record details as appropriate (**See Appendix 1 Bullying Concern Assessment Forms**).
4. Contact parents as necessary at any stage of the procedures, depending on the seriousness of the bullying e.g. phone call, letter or request for interview by class teacher / Head of Key Stage / Vice Principal / Principal.
5. Contact outside network of support at any stage of the procedures e.g. Education Welfare Officer, Behaviour Support Team, PSNI

INDIVIDUAL RESPONSIBILITIES

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy of Windmill Integrated Primary School. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

Staff should:

- Provide a safe, secure and caring environment.
- Promote and sustain good behaviour.
- Listen to all reports of bullying.
- Address each situation in line with procedures.
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents.

Pupils should:

- Report all incidents of bullying (if a child is being bullied or if another pupil is being bullied – TELL SOMEONE)
- Follow the class, playground, dinner hall rules
- Avoid inappropriate behaviour which might be considered as bullying.
- Be respectful and supportive to others.
- Tell an adult rather than retaliating

Parents should:

- Work in partnership with the school.
- Advise their children to report any concerns to a member of staff.
- Discourage behaviours which might be considered as bullying.
- Stress to their children that retaliation is not acceptable.
- Contact the School Secretary to arrange an appointment with the child's class teacher to discuss concerns.
- 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 children presenting bullying behaviour.
- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

TEACHING ABOUT BULLYING

This will be delivered and reinforced through various areas of the curriculum:

In Foundation and Key Stage 1 classes (P1-P4) children will be taught to be aware of different forms of bullying and how to develop personal strategies to resist unwanted behaviour.

This message will be reinforced in Key Stage 2 classes (P5-P7) when children will be encouraged to recognise, discuss and understand the nature of bullying and the harm that can result from it.

RESOURCES FOR THE PREVENTION OF BULLYING

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged.

- All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying.
- Awareness raising posters are displayed in classrooms and corridors and on our Child Protection notice board.
- Appropriate leaflets and literature will be provided for the children.
- Children will be encouraged to understand their roles in preventing bullying using, for example, drama; role-play and novels. Children will be guided to understand the feelings of bullied children and to practise the skills they need to avoid bullying.
- Anti-Bullying Week resources.
- Peer support is offered from P5,6,7 children trained as 'Playground Friends'
- NSPCC Keeping Safe Programme P1-P7
- Northern Ireland Curriculum PDMU Programme P1-P7

Parents will be issued with a copy of the school's Anti-Bullying policy every three years. They will be aware of procedures to use if they are concerned that their child is being bullied or does not feel safe to learn.

LINKS WITH OTHER POLICIES

Windmill Integrated Primary School's Anti-Bullying Policy is set in the context of our Pastoral Care Programme and reflects our Mission Statement. It links with other policies such as:

Safeguarding & Child Protection
Positive Behaviour
Relationships and Sexuality Policy
Special Educational Needs
Curricular Policies

Pastoral Care
E-Safety and Child Protection
Health & Safety

RACE EQUALITY AND EQUAL OPPORTUNITIES

All children have equal access to the curriculum regardless of their race, gender, 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.

MONITORING AND EVALUATION

This policy was formulated by Mrs E Vaughan in consultation with school Governors, staff, pupils and parents. It has been approved by the Board of Governors and it is the intention of the staff to review and update it regularly.

It is important to remember that staff, pupils and parents all have an active part to play and have a responsibility to ensure an effective implementation and maintenance of this policy.

.Reference has been made to

Living Learning Together NI Curriculum PDMU P1-P7 Resource
Keeping Safe NSPCC Primary School Resource Fronter c2k
Addressing Bullying in Schools Act (Northern Ireland) 2016

Effective Responses to Anti-Bullying Behaviour, Northern Ireland Bullying Forum .Full access to these resources www.niabf.org.uk

Peer Mediation

<http://www.schoolmediation.com/pdf/Quick-Guide-to-Implementing-a-Peer-Mediation-Program.pdf>

Playground Friends

<http://www.playgroundfriends.co.uk/>

USEFUL WEBSITES & TELEPHONE NUMBERS

Department of Education

www.deni.gov.uk

Northern Ireland Anti Bullying Forum

www.niabf.org.uk

www.thinkuknow.org

Childline NI

0800 1111