

Anti-Bullying Policy

(Pastoral Care)

2015



Ashgrove Primary School

Learning, Caring, Growing Stronger Together

Anti-Bullying Policy

Pastoral Care Policy

Agree Date	Review Date	Person Responsible for Review
2015	2016	Pastoral Care Leader

School Community Principles and Values

All in Ashgrove Primary School have a responsibility to ensure that bullying behaviours are not tolerated. We will never knowingly tolerate bullying behaviour and reject bullying behaviour towards any member of our school community.

A child who is happy and secure is more likely to make progress personally, socially and academically than a child that is anxious. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this. Bullying will not be tolerated.

The school will seek ways to counter the effects of bullying that occur within the school community.

Definition of Bullying

"Bullying is behaviour which is done on purpose and happens over and over. It can make people feel hurt and upset. It can be verbal, social, physical, emotional or aggressive behaviour which is caused repeatedly by a person or a group of people.

It can mean that someone is picked on or made fun of almost every day and they cannot stop it happening. Not all nasty behaviour is bullying behaviour. Some bad behaviour may have been done only once or by an accident, but bullying is planned and keeps happening."

Ashgrove School Council

February 2015

The NIABF definition of bullying defines bullying as "the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others"

What is the difference between anti-social and bullying behaviour?

Both forms of behaviour are unacceptable, however bullying behaviours have the following features:

- The behaviour is repetitive and persistent;
- It is intentionally harmful;
- It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it; and
- It causes distress

The Rights and Responsibilities of Everyone in Ashgrove Primary

Pupil Rights	Pupil Responsibilities
<ul style="list-style-type: none"> • Be valued as members of the school community; • Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns; • Make mistakes, and learn from them; • Be treated fairly, consistently and with respect; • Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon; • Be taught in a pleasant, well-managed and safe environment; • Work and play within clearly defined and fairly administered codes of conduct; • Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met; • Develop and extend their interests, talents and abilities. 	<ul style="list-style-type: none"> • Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead; • Respect the views, rights and property of others, and behave safely in and out of class; • Co-operate in class with the teacher and with their peers; • Work as hard as they can in class; • Conform to the conventions of good behaviour and abide by school rules; • Seek help if they do not understand or are in difficulties; • Accept ownership for their own behaviour and learning, and to develop the skill of working independently.

Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> • Work in an environment where common courtesies and social conventions are respected; • Express their views and to contribute to policies which they are required to reflect in their work; • A suitable career structure and opportunities for professional development; • Support and advice from senior colleagues and external bodies; • Adequate and appropriate accommodation and resources; • To be treated with care and dignity from all members of our school community; 	<ul style="list-style-type: none"> • Behave in a professional manner at all times; • Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked; • Show interest and enthusiasm in the work in hand and in their pupils' learning; • Listen to the pupils, value their contributions and respect their views; • Be sympathetic, approachable and alert to pupils in difficulty or falling behind; • Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;

Staff Rights	Staff Responsibilities
	<ul style="list-style-type: none"> • Share with the parents any concerns they have about their child's progress or development; • Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development; • Report suspected cases of bullying to Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher for Child Protection. The Principal must also be informed. • Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken

Parents/ Carers Rights	Parents/ Carers Responsibilities
<p>_ a safe, well-managed and stimulating environment for their child's education;</p> <p>_ reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;</p> <p>_ be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;</p> <p>_ be well informed about their child's progress and prospects;</p> <p>_ be well informed about school rules and procedures;</p> <p>_ a broad, balanced and appropriate curriculum for their child;</p> <p>_ be involved in key decisions about their child's education;</p> <p>_ a suitably resourced school with adequate and well-maintained accommodation.</p>	<p>ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;</p> <p>_ be aware of school rules and procedures, and encourage their child to abide by them;</p> <p>_ show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;</p> <p>_ act as positive role models for their child in their relationship with the school;</p> <p>_ attend planned meetings with teachers and support school functions;</p> <p>provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.</p>

Types of Bullying

Physical	Includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons.
Verbal	Includes name calling, insults, jokes, threats and spreading rumours.

Indirect	Includes isolation, refusal to work with talk/ talk to/ play with/ help others.
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Forms of Bullying

Disability	<p>Like other types of bullying, disablist bullying can take many different forms and happen online, via phone or in the physical world. Examples of disablist bullying can include:</p> <ul style="list-style-type: none"> • Being called mean names linked to a disability/additional need • Being left out because of their perceived or actual disability/additional need • Being spat at or kicked because of their perceived or actual disability/additional need
Cyber	<p>Cyber bullying is bullying behaviour that is displayed through mobile/smart phones or the internet. This could include:</p> <ul style="list-style-type: none"> • Hurtful, embarrassing or threatening material posted online (eg. on social network websites) • Nasty messages sent as texts, emails or other websites or apps • Being excluded from an online game • Fake profiles on a social network to make fun of others
Homophobic	<p>Like other types of bullying, homophobic bullying can take many different forms and can happen online, via phone or in the physical world. Examples of homophobic bullying can include:</p> <ul style="list-style-type: none"> • Calling someone names, teasing or humiliating them using homophobic language • Hitting, kicking, punching or physically hurting someone • Mocking or imitating someone's voice, mannerisms, etc. • Refusing to work or cooperate with someone because of their real or perceived sexual orientation • Vandalism of property, offensive graffiti or displaying symbols • Outing someone (telling their family and/or friends they are lesbian, gay or bisexual, whether they are or not) or spreading rumours about their sexual orientation • Inappropriate sexual comments or gestures
Racist	<p>Racist bullying occurs when a child or young person experiences repeated hostile or offensive behaviour against them based on:</p> <ul style="list-style-type: none"> • The colour of their skin • Their cultural and religious background or traditions • Their ethnicity or perceived ethnicity
Sectarian	<p>Like other types of bullying, sectarian bullying can take many different forms and happen online, via phone or in the physical world. Examples of sectarian bullying can include:</p> <ul style="list-style-type: none"> • Calling someone names, teasing or humiliating them using sectarian language • Hitting, kicking, punching or physically hurting someone • Making fun of someone's traditions associated with one culture

	<p>(eg. GAA sports, Orange Order parades, etc.)</p> <ul style="list-style-type: none"> • Refusing to work or cooperate with someone because of their real or perceived religious or cultural background • Vandalism of property, offensive graffiti or displaying symbols purposefully to make someone feel unwelcome
Other	

Signs of Bullying

A child may indicate by sign or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is reluctant to walk to or from school;
- Begs to be driven to or from school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- Begins to truant;
- Has possessions which are damaged or go missing;
- Comes home with clothes torn or books damaged/ mislaid;
- Comes home hungry (money/ lunch has been stolen or spoilt);
- Asks for money or starts stealing money;
- Has dinner or other monies continually "lost";
- Tries to avoid going out to play at break or lunchtimes (remains close to an adult supervisor);
- Asks to move seats in class to avoid contact with certain other pupils;
- Stops eating;
- Becomes anxious, withdrawn or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep or has nightmares;
- Feels ill in the morning;
- Begins to make less effort with school work than previously;
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Becomes short-tempered;
- Is exhibiting bullying behaviour towards or children or siblings;
- Is afraid to use the internet or mobile phone;
- Lack of eye contact;
- Change in attitude to people at home;
- If frightened to say what's wrong; and
- Give improbable excuses for any of the above.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

How does the school work to prevent pupils becoming targets for bullies?

In our daily contacts with pupils all staff work at developing skills in pupils focusing particularly on self-confidence, self-esteem and resilience.

"Every teacher needs to focus on fostering self-confidence and self-esteem: in every pupil, in every lesson, every day."

Promoting Positive Behaviour, (DENI), 2001

Practical strategies we may use are:

- Empower the Child with positive reinforcement;
- Promoting of Safeguarding messages throughout the school
- PDMU
- Assemblies to celebrate achievements
- Circle Time
- Anti Bullying Week
- Talkabout Programme (SENCo)
- School and Class Council
- Training of Classroom Assistants and Dinner Ladies

Procedures for dealing with incidents of Bullying

Ashgrove Primary uses a four-stage approach for dealing with incidents of bullying.

All staff should adopt a positive mind set when responding to bullying concerns and have options for how to respond to incidents of bullying in a planned, deliberate and positive way.

Stage 1 Interventions & Support

A Bullying Concern Assessment form is completed. At stage 1 staff should:

- Explain the inappropriateness of the behaviour in line with the school's values.
- Identify possible consequences if the bullying behaviour continues.
- Point out the level of distress experienced by the bullied pupil.
- Talk with the pupil being bullied to explore whether he/she has in any way provoked the bullying behaviour.
- Help the bullied pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support.
- Encourage reparation to be made, if appropriate.
- Monitor the situation carefully.
- Be prepared to intervene with a higher response level if the situation persists or deteriorates.

Stage 2 Interventions & Support

While interventions at Level 2 involve continuing with the above, there is shift from individual support to group interventions. To be effective small group work needs:

- The consent and involvement of the pupil being bullied.
- To be planned and timetabled, session length dependent on age and ability.
- Carefully selected group membership.
- To take place in a suitable and comfortable environment.
- To be uninterrupted.
- To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.
- Decision and outcomes to be agreed and recorded, e.g. on a flipchart.
- To facilitate the development of empathy amongst pupils.
- A solution focused approach to the situation.
- To provide opportunities for pupils to take responsibility.
- Regular meetings of the group.
- Regular meetings with the bullied pupil to assess on-going effectiveness of agreed actions.
- To ensure regular feedback is given on agreed actions.

Stage 3 Interventions & Support

Interventions at Level 3 will involve the Pastoral Care Leader, SENCO, and other senior leaders, in collaboration with pupil(s) and parents to determine the way forward in affecting change.

An individual Risk Assessment procedure may be used which will determine a plan of intervention and risk management that will be communicated to all.

At this stage multi-agency discussion may involve ELB Services and other external support agencies such as Barnardos.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently interventions will require one-to-one meetings, small group work and whole class involvement.

Stage 4 Interventions & Support

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of the pupils involved.

Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's Child Protection policy and safeguarding procedures will need to be invoked. At this stage we will seek support through the Child Protection Support Service for Schools. (CPSSS)

In addition to safeguarding procedures and practices including referral to external support services, this may include referral to the ELB educational psychologist through the Code of Practice. The school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.

Restorative Measures

To ensure that pupils who are exhibiting bullying behaviours are dealt with appropriately it is necessary to work with these pupils to try to help them change their unacceptable behaviour. An appropriate adult should speak calmly with the child and use the five self-reflective restorative questions listed below:

Adult Questions
1. Tell me what happened?
2. What were you thinking that led you to behave that way?
3. Who has been affected by what you have done?
4. Can you tell me how that person has been affected by your behaviour?
5. What do you think you need to do to make things right?

Procedure

The school's response to any suspected or reported bullying will include:

1. Building a Picture

We will:

- ✓ establish the location, time and date of the incident;
- ✓ establish the type of bullying and the sequence of events: and
- ✓ identify those involved.

2. Dealing with the Bully

We will:

- ✓ react promptly and fairly;
- ✓ take action to modify the bully's behaviour;
- ✓ take action that clearly demonstrates bullying is unacceptable;
- ✓ record all incidents of bullying and the measures taken; and
- ✓ monitor the progress made by the bully.

3. Applying Sanctions

Graded sanctions will be applied progressively according to the seriousness and persistence of the bullying.

- ✓ discussion with the pupils involved - an apology may suffice;
- ✓ discussion with the bully's parents;

- ✓ withdrawal of privileges such as playtime, jobs, after-school activities; etc;
- ✓ exclusion from school at lunchtime;
- ✓ temporary suspension; and
- ✓ expulsion.

4. Supporting the Victim

Victims must never suffer in silence. They are encouraged to talk to someone they can trust and write down what actually happened.

We will:

- ✓ investigate any incident;
- ✓ take the problem seriously;
- ✓ interview the bully and the victim separately;
- ✓ obtain an apology from the bully;
- ✓ decide on appropriate action;
- ✓ keep a record of the incident, the action taken and interviews;
- ✓ contact the bully's parents in all but superficial incidents;
- ✓ keep staff aware of proceedings;
- ✓ monitor the effectiveness of action taken; and
- ✓ hold follow-up meeting with the victim's family to discuss progress.

Review

This policy will be reviewed annually.

Bullying Concern Assessment Form



Assessment of Concern

Our School's Definition of Bullying is:

"Bullying is behaviour which is done on purpose and happens over and over. It can make people feel hurt and upset. It can be verbal, social, physical, emotional or aggressive behaviour which is caused repeatedly by a person or a group of people.

It can mean that someone is picked on or made fun of almost every day and they cannot stop it happening. Not all nasty behaviour is bullying behaviour. Some bad behaviour may have been done only once or by an accident, but bullying is planned and keeps happening."

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	Name(s)	Gender	DOB & Year Group
Person(s) reporting concern		M/ F	
Name of Targeted pupil(s)			
Name of pupil(s) involved			
Does the behaviour involve? <input type="checkbox"/> Individual to individual 1to1 <input type="checkbox"/> Individual to group <input type="checkbox"/> Group to individual <input type="checkbox"/> Group to Group			
Type of Incident and Theme <input type="checkbox"/> Physical Bullying <input type="checkbox"/> Disability <input type="checkbox"/> Racist <input type="checkbox"/> Verbal Bullying <input type="checkbox"/> Cyber <input type="checkbox"/> Sectarian <input type="checkbox"/> Indirect Bullying <input type="checkbox"/> Homophobic <input type="checkbox"/> Other _____			
Is there a persistence/recurrence of this behaviour?	YES/NO		
Is it targeted behaviour?	YES/NO		
Is there a power imbalance?	YES/NO		
Is it intentionally hurtful behaviour?	YES/NO		

Does the incident meet your school's agreed definition of bullying? YES/NO

Check records for previously recorded incidents

Outline of Incidents: Attach all written accounts/drawings of incident completed by bullied pupil including dates of events.

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PART 2 - Details of interventions to be implemented in response

PUPIL(s) WHO HAS BEEN **BULLIED**

(REFER TO LEVEL 1-4 INTERVENTIONS)

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED:

Provide outline details of the level and type of intervention with:

peer group _____

whole class _____

On-going support/mentoring to be provided (daily/weekly) by _____

and will be formally reviewed by _____ (date)

Have parents been informed/involved? YES/NO (give details)

Referral to other Agencies- if YES please specify

Any other details:

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PART 2 - Details of interventions to be implemented in response

PUPIL(s) WHO HAS BEEN **DISPLAYING BULLYING BEHAVIOUR**

(REFER TO LEVEL 1-4 INTERVENTIONS)

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED:

Provide outline details of the level and type of intervention with:

peer group _____

whole class _____

On-going support/mentoring to be provided (daily/weekly) by _____

and will be formally reviewed by _____ (date)

Have parents been informed/involved? YES/NO (give details)

Referral to other Agencies- if YES please specify

Suspension Expulsion Other (please specify) _____

ON-GOING RECORD OF SUPPORT & INTERVENTIONS

Date	Details of Intervention	Action Taken/ Required

Name and designation of the teacher completing this form:

Signed: _____

Date: _____

STATUS OF CONCERN

Is this concern now resolved?

Copied to _____

Filed (Interventions complete, issue resolved, record maintained)

When concern is not resolved:

Further Action required:

Review information & action to date

Refer to VP/Principal/ Head of Pastoral Care

Re-assess levels of intervention; Implement other strategies from appropriate level

Assign tasks and monitor as in part 2&3

Name and designation of teacher completing this form:

Name: _____

Designation: _____

Signed: _____

Date: _____